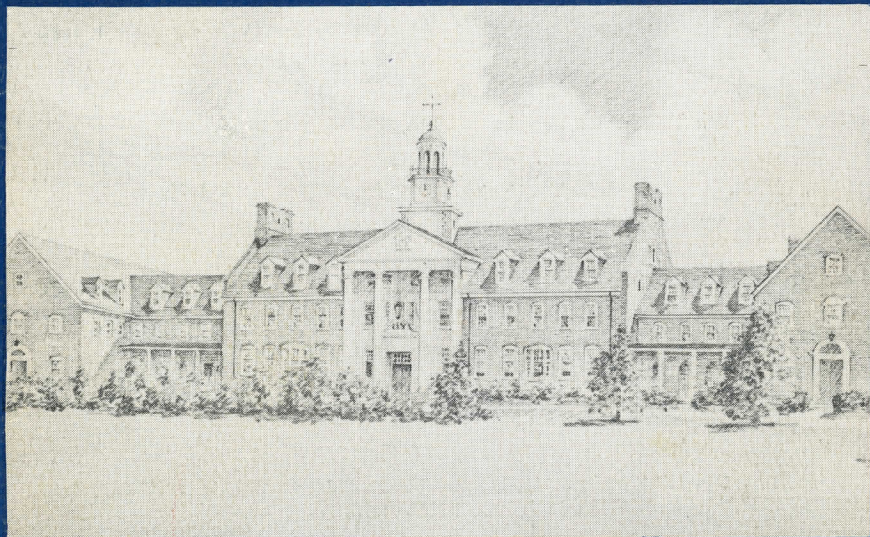


*Dr. Maurice Fleming*



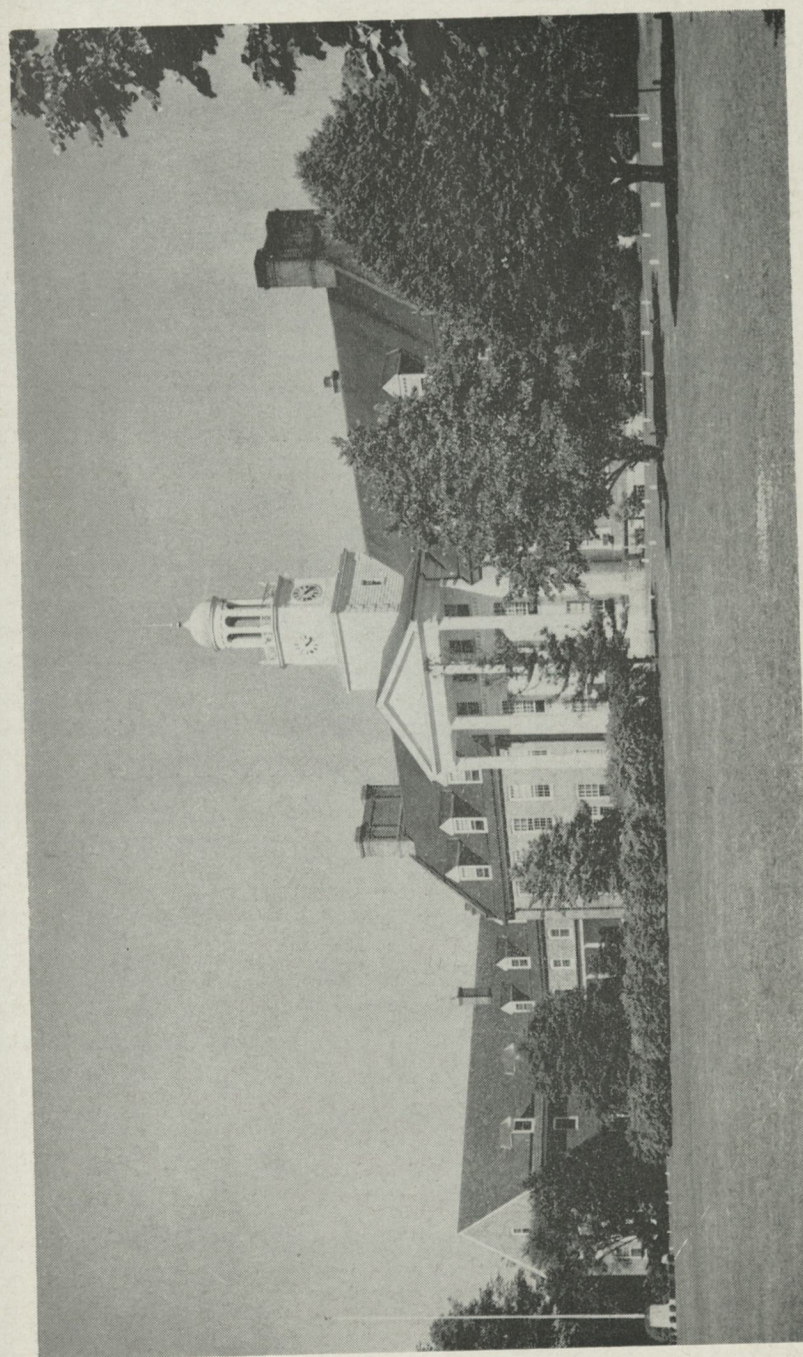
1962 - 1963

STATE TEACHERS COLLEGE  
*Salisbury*  
MARYLAND



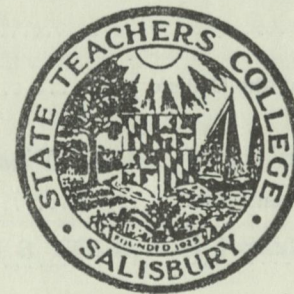
# CALENDAR FOR 1962-63

September	9, Sunday	Opening of Dormitories for Freshmen
	10, Monday	Freshmen Tests, 9 A.M. - 4 P.M., Auditorium
	11, Tuesday	Freshmen Registration, 9 A.M., Auditorium Opening of Dormitories to upperclassmen, 3 P.M.
	12, Wednesday	Senior Registration, 9 A.M. Junior Registration, 9 A.M. Sophomore Registration, 9 A.M.
	13, Thursday	Classes begin for all students
October	17, Wednesday	College closes for Maryland State Teachers' Association meetings at 11:50 A.M.
	22, Monday	Classes resume at 8:00 A.M.
November	3, Saturday	Alumni Homecoming
	9, Friday	Midsemester
	21, Wednesday	College closes for Thanksgiving holidays at 11:50 A.M.
	26, Monday	College classes resume at 8:00 A.M.
December	14, Friday	College closes for Christmas holidays at 11:50 A.M.
January	3, Thursday	College classes resume at 8:00 A.M.
	21, Monday	Examinations begin
	25, Friday	Examinations end
February	4, Monday	Registration for second semester
	5, Tuesday	Classes resume at 8:00 A.M.
March	29, Friday	Midsemester
April	10, Wednesday	College closes for Easter holidays at 11:50 A.M.
	16, Tuesday	College classes resume at 8:00 A.M.
May	27, Monday	Examinations begin
	31, Friday	Examinations end
June	2, Sunday	Baccalaureate, 3:00 P.M.
	3, Monday	Commencement, 10:30 A.M.





# STATE TEACHERS COLLEGE



1962-1963

SALISBURY, MARYLAND



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## State Board of Education

and

Trustees

of the

## Maryland State Teachers Colleges

JEROME FRAMPTOM, JR., President, Federalsburg

MRS. KENNETH S. COLE, Vice-President, Chevy Chase

THOMAS G. PULLEN, JR., Catonsville  
State Superintendent of Schools and Secretary-Treasurer

MRS. J. WILMER CRONIN, Aberdeen

C. WILLIAM HETZER, Williamsport

DWIGHT O. W. HOLMES, Baltimore

RICHARD SCHIFTER, Bethesda

WILLIAM L. WILSON, Cumberland



## Administrative Officers of the College

WILBUR DEVILBISS, Ed.D., Ped.D. ....	<i>President</i>
EARL T. WILLIS, Ed.D. ....	<i>Dean of Instruction</i>
OREM E. ROBINSON, JR., M.Ed. ....	<i>Dean of Students</i>
CAROLYN C. DUNLAP, Ed.D. ....	<i>Director of Practice</i>
DOROTHY L. POWELL, B.A. ....	<i>Registrar</i>
FRANCIS B. FLEMING, A.M. ....	<i>Acting Social Director</i>
E. PAULINE RIALI, A.M. ....	<i>Principal</i>
CAMPUS ELEMENTARY SCHOOL	
GRACE S. CHAIRES, A.M. ....	<i>Librarian</i>
CHARLES W. BETTS ....	<i>Business Manager I</i>
ELIZABETH M. LAWS, B.S. ....	<i>Food Service Manager I</i>
I. PEARL HEARN ....	<i>Supervisor</i>
WOMEN'S RESIDENCE HALL	
MAE E. WILLIAMS ....	<i>Supervisor</i>
WOMEN'S RESIDENCE HALL	
R. RUTH WELCH ....	<i>Supervisor</i>
MEN'S RESIDENCE HALL	
FRED L. FOLTZ ....	<i>Maintenance Foreman I</i>

## FACULTY

Wilbur Devilbiss .....	<i>President</i>
A.B., Western Maryland College; M.A., University of Maryland	
Ed.D., The George Washington University	
Ped.D., Western Maryland College	
Earl T. Willis .....	<i>Dean of Instruction</i>
A.B., Washington College; M.A., Columbia University	
Ed.D., The George Washington University	
Orem E. Robinson, Jr. ....	<i>Dean of Students</i>
B.A., Washington College; M.Ed., University of Maryland	
Margaret E. Addis* .....	<i>Social Director</i>
A.B., Smith College; M.A., Leland Stanford University	
Harold Worth Bloom, Assistant Professor .....	<i>Physical Science</i>
B.S., Salem College; M.A., West Virginia University	
MacCurdy Burnet, Associate Professor .....	<i>English</i>
A.B., A.M., University of North Carolina	
Mary Gay Calcott, Instructor .....	<i>English</i>
A.B., Randolph-Macon Woman's College; M.A., University of Virginia	
Clinton Carroll, Instructor .....	<i>English</i>
B.A., Lynchburg College; M.A., Longwood College	
Grace S. Chaires .....	<i>Librarian</i>
A.B., Washington College; B.S., Library Science, Drexel Institute	
A.M., University of Michigan	
Jerome T. Costello, Instructor .....	<i>Spanish</i>
B.S., University of San Francisco; M.S., Middlebury College	
Deane E. Deshon, Instructor .....	<i>Health and Physical Education</i>
B.S., Maine Maritime Academy; B.S., University of Maine;	
M.A., University of Maryland	
James DiVirgilio, Associate Professor .....	<i>Education</i>
B.S., M.S., Temple University	
Carolyn C. Dunlap, Professor .....	<i>Director of Practice</i>
A.B., Western Maryland College	
M.A., Ed.D., University of Maryland	
Robert A. Elderdice, Professor .....	<i>English</i>
A.B., Western Maryland College; M.A., Brown University	
Ph.D., University of Maryland	

\* On leave, 1962-63



Edna E. Estes, Associate Professor ..... Biological Sciences  
B.S., M.S., Ph.D., University of Alabama

Edgar R. Everton, Instructor ..... Physics  
A.B., M.A. Equivalent, The Johns Hopkins University

Eugene D. Farace, Assistant Professor ..... Geography, Geology  
B.S., State Teachers College, Millersville, Pa.  
M.A., University of Maryland

A. L. Fleming, Associate Professor ..... Social Studies  
B.S., Middle Tennessee State Teachers College  
A.M., George Peabody College for Teachers

Francis B. Fleming\*, Associate Professor ..... English  
A.B., Middle Tennessee State Teachers College  
A.M., George Peabody College for Teachers

Jessie L. Fleming, Professor ..... Music  
B.S., A.M., Ed.D., New York University

Maurice C. Fleming, Professor ..... Biological Sciences  
A.B., Western Maryland College; A.M., two Professional Diplomas and  
Ed.D., Teachers College, Columbia University; Ph.D., New York University  
LL.B., The George Washington University Law School

Mary Laura Francis, Professor ..... French  
A.B., University of Delaware  
A.M., Ph.D., The Johns Hopkins University

James F. Glenn, Associate Professor ..... Chemistry  
A.B., University of North Carolina  
M.S., New York University

John F. Kadlubowski, Instructor ..... History  
B.A., M.A., University of Maryland

Millard G. LesCalette, Associate Professor ..... History, Social Studies  
A.B., Western Maryland College; M.A., The Johns Hopkins University  
Ph.D., University of Maryland

Charles R. Luttrell, Assistant Professor ..... Mathematics  
A.B., Western Maryland College;  
M.Ed., The Pennsylvania State University

Jacqueline Y. McMurrian, Instructor ..... Speech  
B.S., Florida Southern College

\* Acting Social Director, 1962-63

Benn Maggs, Associate Professor ..... Health and Physical Education  
B.S., State Teachers College, East Stroudsburg, Pa.  
M.A., New York University

John B. May, Professor ..... Psychology  
B.S., M.S., Ph.D., University of Virginia

Mariuna Morrison, Instructor ..... Health and Physical Education  
B.S., Women's College of Georgia;  
M.Sc., West Virginia University

Dorothy L. Powell ..... Registrar  
B.A., University of Maryland

Henrietta S. Purnell, Assistant Professor ..... Art  
B.S., A.M., Teachers College, Columbia University

Leila Stevens, Professor ..... Education  
B.A., Iowa State Teachers College; M.A., University of Chicago  
Ph.D., University of Wisconsin

Frank D. White, Associate Professor ..... Mathematics  
A.B., Randolph-Macon College; M.Ed., Duke University

Alethea H. Whitney, Professor ..... Health and Physical Education  
B.S., M.S., University of Tennessee; Ph.D., University of Michigan

William H. Wroten, Jr., Professor ..... History  
A.B., Western Kentucky State Teachers College  
M.A., University of Maryland; Ph.D., University of Colorado

#### CAMPUS ELEMENTARY SCHOOL

E. Pauline Riall, Associate Professor ..... Principal  
B.S., A.M., Teachers College, Columbia University

Ruth T. Bennett, Instructor ..... Grade 2  
B.S., M.Ed., University of Maryland

Maurice W. Bozman, Assistant Professor ..... Grade 5  
B.S., State Teachers College, Salisbury  
M.Ed., University of Maryland

Bernice M. Brady, Assistant Professor ..... Grade 1  
A.B., University of Iowa; M.S., Oklahoma A. & M. College

James R. Focht, Associate Professor ..... Grade 6  
B.S., State Teachers College, West Chester, Pa.  
M.S., University of Pennsylvania



Mary H. Lawry, Assistant Professor ..... Kindergarten  
 B.S., State Teachers College, Towson, Maryland  
 M.A., Teachers College, Columbia University

Wilsie G. Seabrease, Assistant Professor ..... Grade 3  
 B.S., State Teachers College, Salisbury  
 M.S., University of Maryland

Louise S. White, Assistant Professor ..... Grade 4  
 B.S., M.A., University of Missouri

#### LIBRARY

Grace S. Chaires, Assistant Professor ..... Librarian  
 A.B., Washington College; B.S., Library Science, Drexel Institute  
 A.M., University of Michigan

Nettie C. Bentley, Instructor ..... Assistant Librarian  
 B.A., Hood College  
 B.L.S., Columbia University School of Library Science

Constance C. Sickmund, Instructor ..... Assistant Librarian  
 B.A., University of New Hampshire  
 B.S., Columbia University School of Library Science

May H. Truitt, Instructor ..... Assistant Librarian  
 A.B., L.L.B., University of Maryland  
 M.S., Columbia University School of Library Science

Gladys Lewis ..... Library Assistant  
 Diploma, State Normal School, Salisbury

Sallie D. Parker ..... Library Assistant

#### ADMINISTRATION STAFF

Rosalie F. Griffith ..... Stenographer-Secretary  
 A.B., Goucher College

Margaret W. Mallery ..... Stenographer-Accounting

Berneice M. Hayman ..... Senior Stenographer

Dolores J. Miller ..... Senior Stenographer

Regina R. Taylor ..... Senior Stenographer

Rebecca P. Brittingham ..... Senior Account Clerk

Ruth H. Drewer ..... Senior Clerk

Thelma M. Pinette ..... Junior Stenographer

Mary Anne Harmeson ..... Senior Typist

Jane Wallace ..... Nurse  
 R.N., University of Maryland School of Nursing

#### INSTRUCTORS IN STUDENT TEACHING CENTERS

1961-62

Grade

#### CAROLINE COUNTY

Denton Junior High School  
 Lois Hall ..... 8  
 Greensboro Junior High School  
 Leon Conner ..... 8  
 Preston Elementary School  
 Mary Campbell ..... 3-4  
 Shirley Smith ..... 3-4

#### DORCHESTER COUNTY

North Dorchester Senior-Junior High School  
 Jeanette Pomeroy ..... 9, 10  
 Marian Turner ..... Core 7

#### PRINCE GEORGE'S COUNTY

John Hanson Junior High School  
 Earla B. Marshall ..... 7, 8  
 Northwestern Senior High School  
 Naomi Payne ..... 9, 10

#### SOMERSET COUNTY

Princess Anne Elementary School  
 Julia Ford ..... 4

#### WICOMICO COUNTY

Mardela Senior-Junior High School  
 Margaret Bennett ..... 7, 8  
 Mardela Elementary School  
 Arlene Knowles ..... 2-3  
 North Salisbury Elementary School  
 Stella Brittingham ..... 3  
 Prince Street Elementary School  
 Betty Jane Langrall ..... 4  
 Lillian Mezick ..... 1  
 Wicomico Junior High School  
 Esther Ball ..... 7  
 Russell Bozman ..... 8, 9  
 Joann Cherry ..... 8  
 Myra Cordrey ..... 8  
 Mae Daniels ..... 7, 8  
 Anna Rose Doscher ..... 8  
 Louise Howard ..... 8, 9  
 Elizabeth Murray ..... 8  
 Anna Lee Williams ..... 7



# The College

## ACCREDITATION

The State Teachers College at Salisbury is a four-year college accredited by the Maryland State Board of Education, the National Council for Accreditation of Teacher Education, and the Middle States Association of Colleges and Secondary Schools.

## STATE SUPPORT

The college is an integral part of the system of public education in the State of Maryland. It is governed by the State Board of Trustees, and is supported almost entirely by Legislative appropriations. No tuition is charged Maryland residents for the teacher education program, and students pay only such fees as are used in their own activities. In lieu of tuition payments, students from Maryland pledge themselves to teach two years in the public schools of the state immediately following graduation.

## HISTORY

The fourth to be founded and next to the youngest of the State's system of teachers colleges is the State Teachers College at Salisbury. It was in 1922 that the State Legislature established a commission to determine a location for a two-year normal school on the Eastern Shore; in 1925 the institution was opened in Salisbury with Dr. William J. Holloway as principal, a faculty of ten, and a student body of forty.

The forty year interim since the organizing of the commission has proved the wisdom in the establishment of an institution of higher education and the choice of the town of Salisbury whose potential as a commercial center was discernible. Today the college has grown in plant and curriculum and educational significance; the town of Salisbury has grown to a vigorous young city whose growth in cultural and educational leadership is commensurate with its leadership in the various facets of the regional economy.

The school offered the two-year course for the preparation of elementary school teachers in Maryland until 1931 when the course of study was increased to three years. In 1934 the course of study was increased to four years and by action of the Legislature of 1935 the college was authorized to grant the bachelor of science degree and to change its name to the State Teachers College at Salisbury.

Until 1947 the college confined itself to the preparation of teachers for the elementary schools. In that year the college program was enlarged to include the preparation of teachers for general education at the junior high school level.

In 1960 the State Board of Trustees authorized the college to extend its program to include the preparation of secondary school teachers and a four-year program in arts and sciences with majors in certain academic fields leading to the A.B. and B.S. degrees.

In 1962 the State Board of Trustees approved a graduate program in education leading to the Master of Education degree in teaching.



## CAMPUS AND BUILDINGS

The college is located in Salisbury, Maryland, between Camden Avenue and Salisbury Boulevard at College Avenue on a campus of approximately sixty acres.

The main building includes administrative offices, classrooms, social rooms, dining hall, kitchen, infirmary, snack bar, student center, bookstore, postoffice, an auditorium with a seating capacity for one thousand, and housing for women students.

The dormitory for men was completed in 1951 and was built to house one hundred two students. In addition there is an apartment for the dormitory supervisor and a club and recreation room in the basement for the use of men students.

The Campus Elementary School building was completed in 1955 and has been in use since September, 1955. It is a modern school building including an auditorium, seven classrooms, gymnasium, library, health suite, kitchen and cafeteria, and administrative offices.

The Campus Elementary School, in addition to providing directed teaching experience to the college students, offers a curriculum in terms of the needs, interests, and abilities of the children enrolled and sets up multiple activities which will further the professional understanding, growth, and development of prospective teachers in regular college courses. Its chief function is to provide a place where the best accepted procedures of teaching may be used and demonstrated by teachers appropriately trained, as well as specialists from the college faculty; where college students may participate in actual teaching situations; and where college students may observe, experiment, and do limited research work under expert guidance of the elementary school and college instructors.

The Campus Elementary School Library contains approximately 4,000 volumes of reading matter appropriate to the several grades served. Supervised by a trained librarian, it serves as an example to student teachers of the need for and place of the library in an elementary school. Student teachers are encouraged to make use of its facilities to supplement class work in the professional courses.

The College Library, housed in a new, modern, air conditioned building, contains approximately 34,000 bound volumes. The periodicals to which the library subscribes are a valuable supplement to the book collection. More than 200 are available, many of which are bound annually for use in research. Materials are available to the community for reference purposes.

The resources of the library supplement the course of study in the general education phase of the college program as well as the professional curricula. For the latter program special groups of materials are available, examples of which are listed below.

1. The curriculum laboratory contains units of work, courses of study, resource units of the counties of Maryland and many other states, and examples of textbooks used in the elementary and junior high school grades.

2. The children's book collection is available for use by student teachers and as background for the course in Children's Literature.
3. The Maryland collection consists of books, maps, pamphlets, and filmstrips dealing with the history, industry, and geography of the State of Maryland.
4. Audio-visual aids are housed and loaned by the library. Types of materials included in this collection are films, filmstrips, microfilms, microcards, slides, recordings, mounted pictures, clippings, maps, and charts.

It is possible, through interlibrary loan, to make books from other libraries available to faculty and students.

All students are given instruction in the use of the library in Orientation and Composition. A special library manual has been prepared for this purpose.

A new modern gymnasium with facilities for men and women in physical education has been in use since September 1961.

There are three houses on the campus. One serves as the president's residence; the other two are occupied by the music department and the language department.

## PHILOSOPHY OF THE COLLEGE

The primary function of a college is to provide opportunities for the liberal education of men and women. Regardless of the practical or professional interest of the student, liberal education is concerned with the knowledge, skills, and standards which nourish the mind and spirit. The degree to which the combination of these three is successful makes it possible for the educated person to render his optimum contribution to effective citizenship and to life in the professions.

Although it is difficult to define the knowledge an educated man must have, there is general agreement that he should know a little about many things and much about something. To accomplish this, courses from each of the major divisions of knowledge — the humanities, the natural sciences, and the social sciences — are provided and organized with breadth of view and imagination. Beyond this broad knowledge every student should delve deeply enough into at least one subject to "taste its full flavor."

If there is disagreement concerning what knowledge an educated man should have, there is none concerning the skills. The basic requirement is the training of the intellect so as to think clearly. The aid to clear thinking is an inquiring mind — essential for scholars and for effective every-day living. To the skill of clear thinking must be added the art of self-expression



in speech and in writing for "a man is uneducated who has not mastered the elements of clean forcible prose and picked up some relish for style."<sup>1</sup>

The standards by which the educated man is judged are those of excellence in intellectual and moral development and flexibility of mind in meeting the problems caused by social change. An important function of education is to assist the individual in resolving successfully his present and future problems. Thus, the appropriate combination of knowledge, skills, and standards should equip the student and citizen to act responsibly in a democratic society and to derive maximum intellectual, moral, and emotional satisfaction from living.

### OBJECTIVES AND PURPOSES OF THE COLLEGE

At the center of all planning for growth in both plant and curriculum has been the original objective to educate teachers for Maryland schools. Complementary to the achievement of this main objective has always been the objective of developing, within the student mind, character, spirit and professional ability. From the major objective with its natural parts the College has never veered; there has been added, however, a secondary objective of providing the bachelor's degree with majors in certain academic fields for those not interested in teaching.

The specific objectives and purposes of the College are based on four major premises:

1. That the College should provide in its general education program a broad cultural background essential to citizenship in a changing democratic society.
2. That the College should provide for the development of professional knowledge, techniques and attitudes essential to effective teaching.
3. That the four-year arts and sciences program should, in addition to providing broad cultural training, prepare the student for further academic and professional study or for greater effectiveness in a chosen field of employment.
4. That the College should serve the intellectual and cultural needs of the community in which it is located.

<sup>1</sup>Alan Simpson, "The Hallmarks of Education"

## Admission

This college attempts to examine all aspects of the applicant's experience as it is related to success in the college program and profession chosen. Where there are indications of probable success, the applicant is advised of his acceptance. It is to be understood that students who matriculate assume the responsibility of adhering to the standards and regulations of the college. A student's applying for admission is in the opinion of the college tantamount to his acceptance of them and his pledge of loyalty to them.

### IMPORTANT

The College reserves the right to change regulations, requirements and fees at any time. This bulletin is for information only and is not to be considered a contract between the student and the College. The College reserves the right to dismiss a student who fails to abide by its regulations and policies, when the administration feels it is in the best interest of the College and the student.

### ADMISSION PROCEDURE

#### Admission from Secondary Schools to Teacher Education

Application for admission to the freshman class of State Teachers College, Salisbury, should be made to the Registrar at the end of the first semester of the candidate's senior year. Blanks on which to apply and catalogues are available in the office of the Registrar. A catalogue can usually be found in the public school libraries, or the office of the guidance counselor.

Applicants are to fill in all personal data requested and ask the principal or headmaster to enter the secondary record and mail the completed form to the Registrar. Applications for admission must be accompanied by a \$10.00 application fee, which is not refundable. The notification of final acceptance will be accompanied by a bill for \$15.00, payable immediately. In the event that a student fails to enroll, the \$25.00 shall be forfeited. Both fees, however, will be credited against charges due upon registration.

The recommendation of the principal of the high school from which the applicant has been graduated is required for Maryland students applying for the teacher education program. The recommendation of the county superintendent of schools is optional with the superintendent.

All candidates for admission are required to take the American College Testing examinations (ACT). Consult your guidance counselor for information as to the time and place.



### Admission to Arts and Sciences

The procedure is the same as that required of applicants applying from secondary schools to the teacher education programs with one exception — the application does not have to be approved by the county superintendent.

### Admission from Other Colleges and Universities

Only students in good standing as to scholarship and conduct will be eligible for consideration.

After following the regular procedure for admission from secondary school, the applicant should request the registrar of each college or university attended to send an official transcript to the office of the Registrar, State Teachers College, Salisbury, Maryland. American College Testing examinations are not required for transfer students who have completed at least one semester.

### Transfer from Other Maryland State Teachers Colleges

No transfer from another Maryland teachers college shall be permitted except by written permission from the State Superintendent of Schools after the request for transfer has been acted on by the Board of Trustees of the Maryland State Teachers Colleges. A student who has failed in one or more courses will by that fact be debarred from obtaining a transfer.

### Admission of Auditors, Special, and Unclassified Students

Applications on which to apply are available in the office of the Registrar. The blanks are to be completed by applicants and returned to the Registrar.

### Readmission

Students who withdraw from college and former students who wish to return to college must apply for readmission to the Registrar. Students who have been dismissed for scholastic or other reasons may petition the Committee on Admissions and Standards for reinstatement upon blanks provided by the office of the Registrar. The Registrar will present the applications to the Committee.

### Admission by High School Equivalence Certificate

Applicants over 19 years of age who are not high school graduates may qualify for admission by making satisfactory grades in the Equivalence Examinations given by the State Department of Education and receiving the High School Equivalence Diploma. The procedure is the same as that for applicants applying from secondary schools.

## REQUIREMENTS

Graduation from a standard public high school or accredited non-public secondary school is required for entrance to the college.

In considering applicants more emphasis will be placed on scholarship than on a fixed subject pattern. Students are expected to complete a well-rounded program totaling 16 units and including the following:

Subject	Units
English .....	4
Mathematics .....	1
Social Studies .....	2
History of the United States .....	1
Science .....	2
Electives (fine arts and commercial subjects are accepted) .....	6
Total .....	16

(See Mathematics and Physical Science majors, pp. 45-48)

### Scholarship

The standards for students entering from Baltimore City and from the counties, though based on different marking systems, are approximately the same and are as follows:

**County students** — The scholarship standard set by the State Board of Education as the basis for certification by the high school principal for college entrance requires that the applicant shall have made a grade of A or B in at least 60 percent of the college entrance courses and a grade of C or higher in all other college entrance courses taken during the last two years of high school. Students not meeting this average may be considered for admission on the recommendation of the high school principal and the optional recommendation of the superintendent of schools.

**Baltimore City students** — The agreement with the State Department of Education on the scholarship standards recommended by the Board of School Commissioners of Baltimore City as the basis of certification for admission to the teachers colleges is that the student must have made an average of 80 percent in the last two years of high school work. Students with averages between 75 and 80 may be considered for admission on the recommendation of the high school principal.

The testing programs now operating in the high schools and the freshman testing program of the college are regarded as sources of important supplementary data. Results of these tests are utilized in analyzing a student's potentialities and may serve as additional basis for determining a student's readiness for college.

### Transfer Students

In addition to meeting regular admission requirements advanced standing is provisional until the student earns a C or better average at State Teachers College, Salisbury. Courses completed at accredited institutions with a grade higher than the first passing level will be evaluated in terms of the degree requirements at this college. This college reserves the right at any time to revoke advanced standing if the student's progress is not satisfactory.

A transfer student must satisfy all curriculum requirements and earn the last year of credit (thirty semester hours credit) at this college. If the applicant was graduated from a two- or three-year curriculum at one of the Maryland State teachers colleges the requirements may be reduced to not less than one semester.



### Citizenship

According to a by-law passed by the State Board of Education, only citizens of the United States shall be employed in the public school system in the counties or admitted to the State teachers colleges.

### Health

Applicants must meet acceptable standards of health and physical fitness. Each student admitted must present a doctor's certificate indicating the absence of any communicable diseases or any physical disability which would limit participation in the total college program.

### THE PLEDGE TO TEACH IN THE STATE OF MARYLAND

Every Maryland student who applies for admission to the teacher education program is required to sign the pledge to teach two years in the public schools of Maryland immediately following graduation.

A Maryland student who for any reason cannot teach immediately upon graduation is expected to write to the president of the college requesting a deferment. Deferments may be granted for periods of one or two years for reasons deemed valid by the president.

A Maryland student who, upon graduation, does not teach and does not obtain a deferment shall have entered on his permanent record a statement that he is **not entitled to honorable dismissal** because of his failure to fulfill his obligation to the State of Maryland.

### VETERAN STUDENTS

Close contact is maintained between the Veterans' Administration and the college through the Registrar's office. Veterans who plan to use educational benefits under any of the G. I. Bills are assisted in the completion of papers necessary to insure registration and prompt subsistence payments.

All Veterans are required to furnish the office of the Registrar with a photostatic copy of their separation from active duty, Form DD214.

## College Expenses and Student Aid

### EXPENSES

#### Tuition

Maryland residents enrolled in the teacher education program pay no tuition. Tuition is waived by their pledging to teach in the public schools of Maryland at least two years immediately following graduation.

Those Maryland residents who are registered in the non-teaching program are charged \$200.00 a college year for tuition.

The tuition in either the teacher education or the non-teaching program for students who are not residents of Maryland is \$450.00 for the college year.

#### Room and Board

All students residing in the dormitory pay \$312.00 for room and board for the college year.

Dormitory rooms will not be held in reserve later than the evening of registration day unless written notification of late arrival is received.

Luncheon in the College Dining Hall is available at very reasonable prices to day students.

#### Fees

**Activities Fee** — The sum of \$25 is charged each full-time student for the student activities fee. This money is to be used for such activities as class social functions, student publications, dramatic productions, and specified projects duly authorized.

**Athletic Fee** — The \$20 athletic fee collected from each full-time student is assigned to the athletic department to meet expenses incurred in presenting a rounded athletic program at the college. These funds are used for expenses incurred in the transporting of athletic teams, the services of athletic officials, and in the purchase of consumable supplies for varsity and intramural sports as well as classroom equipment.

**Curriculum Fee** — A curriculum fee of \$10.00 per semester is charged all regularly enrolled full-time students.

#### Advance Payments

Each applicant must pay an application fee of \$10.00 and no application will be processed without this fee. It is recommended that payment be made



by check to State Teachers College. When accepted, each applicant must make an advance payment of \$15.00 in order to reserve a place in the college. Both the application and advance payment fees are applied to the total student fees due at time of registration. These fees are **not refundable**.

#### SUMMARY OF EXPENSES

Teacher Education	Semester	Semester	Total
	I	II	Year
Activities fee .....	25.00		25.00
Athletic fee .....	20.00		20.00
Curriculum fee .....	10.00	10.00	20.00
Board and room .....	156.00	156.00	312.00
Tuition, Maryland residents .....	00	00	00
Tuition, out-of-state residents .....	225.00	225.00	450.00
<b>Arts and Sciences</b>			
Activities fee .....	25.00		25.00
Athletic fee .....	20.00		20.00
Curriculum fee .....	10.00	10.00	20.00
Board and room .....	156.00	156.00	312.00
Tuition, Maryland residents .....	100.00	100.00	200.00
Tuition, out-of-state residents .....	225.00	225.00	450.00

Advance payments will be deducted from the above.

#### Auditors, Part-Time, Special, and Unclassified Students

Students in any of the four categories are charged \$15.00 per semester hour credit. Out-of-state students in these four categories pay an additional fee of \$15.00.

#### Payment to the College

All payments to the college must be made at the time of registration. It is suggested that payment be made by check payable to "State Teachers College." No student will be permitted to complete his registration without full payment of charges.

#### Miscellaneous Expenses

Books and classroom supplies are on sale in the College Bookstore. Approximately \$75.00 per semester should cover this item of expense. Also, the regulation athletic uniform required of all students enrolled for physical education may be purchased at a minimum cost to the student.

The laundering of personal clothing, like transportation costs, is an expense which varies according to the individual. Automatic washing machines are available in the dormitories for appropriate articles of apparel.

#### Late Registration Fee

Students registering after designated time must pay a \$5.00 late fee.

#### Group Insurance

Accident insurance is available at most reasonable rates to full-time students of the college. Parents are strongly urged to consider this offer of total coverage. Additional information is available upon request.

#### REFUNDS ON WITHDRAWAL

A student withdrawing from the college must complete the official withdrawal card and file it in the office of the Registrar. Refunds to students will be computed on the basis of the date his form is completed and filed with the Registrar. A student failing to comply with this regulation forfeits his right to a refund.

#### Day Students:

A day student who withdraws within two weeks after his official registration day is entitled to a refund of fees paid and to a refund of tuition for the semester minus \$10.00. After the two week period no fees are refunded and tuition is refunded on a half-semester basis.

#### Boarding Students:

A boarding student who withdraws from the college receives refunds for fees and tuition in accordance with the regulations for day students. The refund of payment for room and board is subject to the following regulations:

1. A student who withdraws from the dormitory within two weeks after his official registration day will be charged for one week in excess of his residence in the college.
2. A student who withdraws from the dormitory **at the request of the administration** after the first two weeks of any semester shall be charged for one week in excess of his residence in the college.
3. A student who withdraws from the dormitory on his own or his guardian's initiative, after the two weeks following registration and before midsemester shall receive no refund of room and board for the first half of the semester. If the withdrawal occurs after the midsemester, there will be no refund of room and board paid for the entire semester.

#### Auditors, Part-Time, Special, and Unclassified Students

Refunds are computed from the time of official withdrawal on the following basis: Within the first two weeks following registration a complete refund less \$10.00 will be made. After the first two weeks, no refund will be made.

#### LIABILITY FOR UNPAID TUITION

A Maryland student who enrolls in the teacher education program pays no tuition because of signing a pledge to teach in the state (see page 18). If a student leaves before graduation and requests a transcript prior to



completion of the four-year program, he will be billed at the non-teaching tuition rate for education obtained at the college. Payment must be made to the college before a transcript is released or transfer is granted. However, if a student is obtaining a transcript or requests a transfer for the purpose of continuing at a Maryland institution in a teacher education program approved by the State Department of Education, he may be released from the tuition payment provided he reaffirms the pledge to teach two years in the Maryland public schools immediately upon graduation.

#### **LOAN AND SCHOLARSHIP FUNDS**

Students who are Maryland residents and qualify for admission to the teacher education program at any one of the State teachers colleges receive in effect a State scholarship covering tuition expenses. The teachers colleges are subsidized by the State and can afford students opportunities for higher education considerably below the actual cost. Those students who still find additional assistance necessary may investigate with personnel officers the opportunities for part-time work or for aid from the following organizational funds.

##### **Delta Kappa Gamma Scholarship**

One scholarship of \$150 is awarded each year to any high school girl desiring to prepare for elementary or secondary school teaching at State Teachers College, Salisbury. Any student who has received this scholarship for one year must reapply for a continuation of the grant. Application must be submitted before April 15th of each year. The applicant should write to the Registrar of the college and request the form for application for this scholarship, or consult the secondary school guidance counselor.

##### **Edna M. Marshall Memorial Fund**

Twenty-five to one hundred fifty dollars per year is available with a maximum of \$300 to any worthy junior or senior. Interest begins with graduation at the rate of four percent. This fund was established in June, 1935, as a living tribute to Edna M. Marshall, Ph.D., Director of Training and Principal of the Campus Elementary School from 1925 to 1933. Further information may be secured from the Registrar.

##### **Kiwanis Education Loan**

Three hundred and fifty dollars is the maximum amount available and may be awarded to any student from Wicomico County who desires to attend State Teachers College at Salisbury. This loan has a low rate of interest. If further information is desired, application should be made to the President of the Salisbury Kiwanis Club or the Registrar of the college.

##### **Samuel Chase Chapter, D. A. R.**

Loans are available to a limited number of students at a low rate of interest. Further information may be obtained from the Registrar of the college.

#### **National Defense Student Loan Program**

The college participates in the National Defense Student Loan Program as established under the National Defense Education Act of 1958. The program is administered by a faculty committee and inquiries should be made to the Dean of Instruction.

#### **Salisbury Rotary Club Loan Fund**

The Salisbury Rotary Club maintains a fund from which qualified students from Wicomico County may borrow to assist in financing their college education. Inquiries should be directed to the President of the Salisbury Rotary Club.



# Academic Regulations

## THE PLEDGE TO TEACH IN THE STATE OF MARYLAND

Every student of Maryland who applies for admission to the teacher education program is required to sign the pledge to teach two years in the public schools of Maryland immediately following graduation.

### Grading System

A five point grading system (A, B, C, D, F) is used to indicate quality of academic work. The letter A represents work of definitely superior quality and is reserved for the few outstanding students. It is distinctly the honor mark. B represents work of excellent quality by students whose work is definitely better than merely satisfactory. C represents work of satisfactory quality by that large group of substantial students whose work is clearly neither excellent nor unsatisfactory. D represents work not of satisfactory quality but that is above failure. F represents work not of acceptable quality.

A student who because of illness or other justifiable reason has not met the quantitative requirements of a course is assigned the grade of I, incomplete. An incomplete is not assigned merely for insufficient class attendance or for failure to complete assigned work. This grade automatically becomes an F if the outstanding work is not made up prior to midsemester of the next semester for which the student is enrolled. The student is responsible for completing this work and upon doing so will have the grade earned recorded on the permanent record. The scholastic average will not be computed until the incomplete is made up.

The student who withdraws from college after midsemester will receive a Withdrawn Passing or Withdrawn Failing. Instructors may assign grades of plus or minus value, but only the letter grade will be recorded and figured in the scholastic average.

### Point System

The grade of A is assigned 4 quality points; B, 3; C, 2; D, 1; and F, 0. The scholastic grade point average is computed by multiplying the total number of semester hour credits of each letter grade by the appropriate quality points assigned and dividing the sum of the products by the total semester hour credits for which the student received final grades. Where permission is granted to repeat a course, the latest grade recorded will be used in computation of the scholastic average. A grade may be raised only by repeating a course.

The grade point average is computed on the basis of the semester and the college year as well as the cumulative record. These averages are used in determining the student's progress, academic status, graduation, class standing, eligibility for merit awards, and for similar purposes. The grade point average of a student admitted with advanced standing is based only on that work taken at State Teachers College, Salisbury.



## Standards of Work

Students in the college are expected to make satisfactory progress toward graduation from the program in which they are registered. Students achieving a semester average of 3.25 (B+) or above are placed on the Dean's List and recognized at an Honors Assembly. When students' academic records are below the minimum standard for their class they are placed on probation. To remain in good standing, students must maintain at least the following cumulative averages: Freshmen, at the end of the first semester, 1.6, second semester, 1.6; sophomores, at the end of the first semester, 1.8, second semester, 2.0; juniors and seniors, 2.0; and an average for any given semester no lower than the cumulative average specified for that particular class. Ordinarily, a student is not continued on probation for more than two consecutive semesters. Probation indicates uncertainty on the part of the college as to the student's success. Probation is lifted when the student shows satisfactory improvement in his work and there are no outstanding failures on the record. No probationary student is entitled to more than one unexcused absence. Any student who fails to meet the terms of his probation or to pass more than one-half of the credits for which he is enrolled in any given semester or who accumulates 12 semester hour credits of failing grades shall be dropped from the enrollment of the college.

The personal development of each student is considered. If the Committee on Admission and Standards is convinced that a student does not have the personal and academic qualifications necessary for success, he may be asked at any time to withdraw from the college.

Students enrolled in the arts and sciences program who are planning to transfer later to another college or university must obtain grades of C or better in order to have courses accepted for advanced standing. Teacher education students must meet successfully the scholastic requirements for admission to the professional courses of the third and fourth years. Evaluated along with the scholastic record are the many aspects of the student's personal characteristics.

For the purpose of self-evaluation on the part of the student, faculty members are requested to assess the quality of work being done by each student in their several classes at a designated point during the semester and report to the Dean of Instruction those who have achieved less than a C grade. Each student so reported is advised of his status in the particular class and is urged to discuss with his instructor the possible means of improving his work during the remainder of the semester. Freshmen are advised twice during the first semester, at the end of the fifth week and at the end of the tenth week. All other students are advised at midsemester. (See Calendar.) During the second semester all students are advised at midsemester.

A copy of the report to the student is sent to the parents. The purpose of this measure is to acquaint the parents with the scholastic regulations of the college and to keep them informed of their son's or daughter's progress.

The permanent scholastic record is not influenced in any way by the reports. These grades are not recorded and represent only a tentative evaluation of the student's progress to that point.

## Course Load

The normal course load for students is 15 to 18 semester hour credits. No student may carry more than 18 hours without special permission. A grade point average of 3.0 or higher in the preceding semester is the usual requirement for approval of a course load in excess of 18 hours. Requests for lighter or heavier course loads must be presented to the Dean of Instruction for approval.

## Classification of Students

Full-time students are classified according to the number of semester hour credits previously completed for determining class membership. The following means of grouping is employed: freshmen, 0-27; sophomores, 28-59; juniors, 60-91; seniors, 92 and above.

Students are classified as special when they are not matriculated for a degree and are enrolled for less than twelve semester hours of credit. Part-time students are those matriculated for a degree and enrolled for less than twelve semester hours of credit. Holders of degree working for certification or renewal of certificate are considered unclassified.

## General Regulations Governing Registration

1. Students must register during period indicated in the calendar or pay a late registration fee. No student will be permitted to enroll for a full-time program after the first week of classes.
2. No student will receive credit for a course in which he is not properly registered.
3. The normal course load for students is 15 to 18 semester hour credits. Requests for lighter or heavier course load must be presented to the Dean of Instruction for approval.
4. After the first week following registration no changes in registration are permitted.
5. The college reserves the right to discontinue any course or section thereof in which there is insufficient enrollment to justify its being offered.
6. Unofficial withdrawal from a course or from college will result in automatic failing grades. Forms for official withdrawal are available in the office of the Registrar. Official withdrawal becomes effective on the date the official withdrawal is filed with the Registrar.
7. With the approval of the Dean of Instruction students are allowed to withdraw from a course until midsemester. After midsemester withdrawal from a course carries the grade of F except in case of illness or some similar extenuating circumstance.
8. In order to guarantee academic and professional sequence of courses students are required to repeat a failure the next time the course is offered.
9. Each student should procure a college catalogue and be guided by degree requirements when making course selections. Faculty advisers are available for counsel and advice, but the responsibility for satisfying degree requirements rests with the student.



### **Application for Admission to the Advanced Teacher Education Program**

The academic progress and personal qualities of all students are reviewed by the faculty during the fourth semester of matriculation to determine eligibility for admission to the third year of the teacher education curriculum. Forms are available in the office of the Dean of Instruction and must be filed during the fourth semester.

A student is not qualified to enter the professional program when (1) the **cumulative** grade point average is below that required for good standing, (2) the record contains failing grades in required courses, or (3) there is an accumulation of D grades.

The student is not admitted to student teaching if he has failures in required courses and/or the cumulative average is below 2.0.

### **Application for Degrees and Certificates**

All candidates for the degree and/or certificate must, at the beginning of the final semester, make application on the appropriate form to the Registrar. A new application must be completed when a student finds it is necessary to postpone graduation.

### **Class Attendance**

The college respects the classroom as the center of college life. Students are expected, accordingly, to attend classes with regularity. The attendance policy is published in the **Student Handbook**.

### **Transfer from Arts and Sciences Program to Teacher Education**

Students who complete two years in the arts and sciences program and later wish to transfer to the teacher education program must make application for such a change. The appropriate form may be secured from the Dean of Instruction. The Committee on Admissions and Standards reviews the applications before approval is granted. The change of status will be made effective as of the next college year. In some instances such transfer may necessitate an additional semester in college to complete graduation requirements of the teacher education program.

### **Length of Attendance**

Only in unusual cases may a student remain in the arts and sciences or the teacher education programs longer than eight semesters. Any requests for deviation from this plan must be submitted to the Committee on Admissions and Standards a month prior to the end of the semester.

### **Withdrawal from College**

Any student who finds it necessary to withdraw from college during any period of instruction must secure a withdrawal card from the Registrar, secure the signature of the Dean of Instruction, the Dean of Students or Counselor for Women, and a parent or guardian if the student is under twenty-one years of age. When the student has signed this withdrawal card and filed it with the Registrar, the Business Office will be notified. Students

residing in dormitories will be held responsible for checking out with the Supervisor of Residence. **A student failing to execute properly the official withdrawal card will forfeit the right to honorable dismissal and refunds.**

When a student withdraws after the midsemester, the instructor in each course will mark the class card at the time of withdrawal WP, indicating passing, or WF, indicating failing. The grades will be made a part of the permanent record.

### **TRANSCRIPTS**

Transcripts of a student's record will be sent to other educational institutions and organizations only upon written request of the student concerned. One transcript will be issued free of charge. A fee of \$1.00 will be charged for subsequent copies of the student's scholastic record. The fee must be paid before the transcript is issued. Official transcripts are not issued to the individual student or graduate. All financial obligations to the college must be met before a transcript is issued.

A Maryland student who withdraws from the teacher education program before graduation and requests a transcript must first reimburse the college for whatever education he has received tuition-free (see Liability for Unpaid Tuition, page 21).

The transcript of a Maryland student who upon graduation fails to fulfill the pledge to teach and does not request a deferment from the president is **not entitled to honorable dismissal** (see Pledge to Teach, page 18).



# Student Life and Activities

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## Orientation

The college has devised certain aids for the student in his college career the first of which is Freshman Orientation. The college believes that orientation is a two-way process devoted to introducing the college to the freshman and the freshman to the college. A personnel record of each student is begun, and throughout his years in college is maintained to serve as a source of information about him academically, socially, and personally in order to provide optimum aid in counseling. A battery of tests is administered and a profile of each student made which in terms of his previous education and capacities is used to help him better understand himself.

In addition to the activities planned for the opening days of college, students are required to attend a series of planned group meetings designed to acquaint them with the purposes of college and to assist them in adjusting to their new responsibilities in the field of higher education. In this series of meetings attention is directed especially to college resources available to the student and to the student's function in the college community.

Upon registration each student is assigned by the Dean of Instruction to an academic adviser who helps the student in scheduling and is otherwise an adviser in curricular matters. Personal counseling is available through the offices of the Dean of Students and Counselor for Women. Referral for specialized counseling is made to the appropriate person or resource.

## Honors

An Honors Convocation is held during the spring semester. On this occasion public recognition is given to those students who have earned various honors during the year. Achievement keys are awarded to not more than five percent of the student body with high scholastic averages who have made outstanding contributions to the total life of the college. Certificates are awarded to a limited number of seniors selected for inclusion in the annual national publication **Who's Who Among Students in American Universities and Colleges**. The Anne H. Matthews award is presented to one member of the Junior Class who has shown greatest evidence of outstanding ability and future growth in the field of teaching. Departmental and organizational awards may be presented at the Honors Convocation. Those students named Best Woman and Best Man Athlete are also honored along with all whose high academic averages have earned them a place on the Dean's List. Recognition is given to the two senior recipients of the highest honor accorded by popular vote of the student body, "Miss S. T. C." and "Mr. S. T. C."

## Residence Accommodations

Residence accommodations are provided for both men and women, each dormitory having residence supervisors. Generally each room accommodates two students; the women's dormitory has a lounge on each floor, and the men's dormitory has both a lounge and a game room. Residents are



organized as dormitory associations with constitutions designed for self-government.

Each student must bring a minimum of four sheets, one pillow, two pillow cases, three each of bath towels, hand towels, and wash cloths, and whatever blankets desired. The college has bathroom and bedroom linen laundered weekly. Facilities for personal laundry are provided in each dormitory.

Students also furnish curtains, scatter rugs, and lamps. They may bring a table radio and record player. Any other furnishings must be approved by the Counselor for Women or Dean of Students. Wall decorations may be fastened only with masking tape or adhesive hangers. Nails, scotch tape, and thumb tacks are prohibited. No pets of any kind are allowed in the dormitory.

#### **Infirmary**

The college maintains a nurse's office for all students and an infirmary for women under the supervision of a registered nurse who treats minor illnesses and who may recommend examination by a local physician, hospitalization, or care of the student at his home. The college does not assume any financial obligation for illnesses or accidents; students are urged to carry accident insurance (see Group Insurance, page 21) and hospital insurance. Since there is no college physician, each student may specify a physician.

#### **Student Activity Facilities**

##### **Student Center**

The Student Center is located on the first floor of the Administration Building. In addition to providing facilities for campus organizations, these rooms offer a quiet area for study or reading.

##### **Snack Bar — Book Store — Post Office**

All three facilities are located in the basement of the Administration Building and are under the direction of the Dean of Students. Snack Bar policies are established by a faculty-student committee.

#### **Mail**

Each student is assigned a mail box located in the Snack Bar through which mail is distributed to him once each day. The box number should be used in addressing mail.

#### **Automobiles**

Students who expect to drive cars onto the campus during the college year are required to register the car in the office of the Dean of Students. A decal designating the parking area assigned will be made available and must be displayed on the rear window of the car. Students will be held responsible for parking in their assigned places.

Resident freshmen are permitted neither to possess nor to operate an automobile at the college.

#### **Student Government Association**

The Student Government Association is the organization to which all full-time students automatically belong.

It is designed to provide opportunity for college students to develop the ability to examine and solve problems common to a democratic group. Its purpose parallels the personnel philosophy of the college, which holds that maturity is measured by the ability of the individual or group to identify and solve its own problems.

The Student Government Association Board is composed of two elected representatives from each of the four classes and the Executive Committee (the chairman of the Social Committee and four officers, all elected by popular vote of the student body). There are two faculty advisers. The Board considers budget requests of all member units and allocates funds, subject to administrative approval. It holds the right of judgment over the quality and quantity of activity carried on by member units.

#### **The Athletic Associations**

There are two athletic associations, the Men's Athletic Association and the Women's Athletic Association. In conjunction with the directors of physical education, the two associations through their Boards plan the athletic activity of the college. Each group plans an intercollegiate program and an intramural program. The sports which are engaged in by men are soccer, basketball, baseball, softball, volleyball, tennis, boxing, wrestling, track, and gymnastics. Sports engaged in by women are hockey, basketball, volleyball, tennis, golf, and softball. The Women's Athletic Association produces the annual May Day program.

The athletic program of the college is financed by the athletic fee charged each student.

#### **The Christian Association and Other Religious Groups**

The Christian Association is organized to provide opportunity for spiritual growth for all students. Its yearly program is designed to meet the needs of the members through monthly meetings and special groups, and to provide the Thanksgiving and Easter assemblies for the student body.

The Board of the Christian Association is composed of a representative from each of the denominational groups on campus.

#### **Circle K**

The Circle K Club is a service organization for college men sponsored by Kiwanis International. It is a leadership and character-building group which serves the campus and the community. The membership consists of male students of good character and good scholastic standing and is open to all who meet these general qualifications, subject to the by-laws of the organization.

#### **Circulo Quijote**

This organization was formed in 1961 to provide an opportunity for more advanced study of various aspects of Spanish culture. A knowledge of the Spanish language is not a requisite for membership.



### **The College Chorus**

Membership in the College Chorus is open to all students interested in singing. The repertoire of the organization consists of classical and semi-classical music, ranging from the old to the modern. From the regular mixed chorus, the Men's Chorus and the Ladies' Ensemble are formed. Members of the latter group are selected by the Director of Music. All three groups appear on many occasions both on and off the campus at the invitation of clubs in Eastern Shore communities. This organization also has course status in that one-half credit per semester may be earned provided the student has properly registered and the class attendance policy is followed.

### **Cultural Affairs Committee**

The Cultural Affairs Committee exists on the campus to arrange for a program of extraclass cultural experiences. It attempts to bring to the students in lecture, concert, and exhibit form the essence of what is significant in the arts, public affairs, education, and science.

A series of coffee hours is scheduled throughout the year to provide students the opportunity of participating in a more informal type of discussion with either campus or off-campus guests.

Four concerts sponsored by the Salisbury Community Concert Association and three concerts by the Baltimore Symphony Orchestra, sponsored by the Eastern Shore Symphony Association, are presented each season in the college auditorium. A limited number of tickets is made available to college students wishing to attend these concerts.

The Cultural Affairs Committee is composed of faculty and student members.

### **Dormitory Associations**

All students living in the college dormitories are automatically members of the dormitory associations. They have established and adopted through their constitutions a code of democratic conduct for the residence halls, and it is the obligation of the groups to carry out their policies. For minor infractions of regulations, the associations assume full responsibility; infractions considered major are handled by the Administration.

### **The Evergreen**

The Evergreen is the college yearbook. It is published by a student staff and financed by funds from the student activities fee. The purpose of the publication is to present a summary of the year's activities and achievements.

### **The Holly Leaf**

The Holly Leaf is the college newspaper published by a student staff and financed through the student activities fee. The frequency of publication is determined at the start of each year. Its policy is to present in an unbiased objective manner all campus news.

### **Phi Alpha Theta**

The Eta-Iota Chapter of the national honor society in history was established in 1959 to serve the needs of those students who have maintained a high scholastic average and who are interested in the further study and teaching of history. Membership is restricted to Juniors and Seniors; notification of eligibility is given by the organization to prospective members.

### **The Photography Club**

The Photography Club has as its purpose the development of interest and skill in the various aspects of photographic art. On request it serves all campus organizations in making photographic records of major events. Regular monthly meetings are built around demonstrations and discussions of the use of the camera. A dark room is maintained by the Club for members wishing to perfect their photographic skills.

### **The Social Committee**

The Social Committee plans and provides a balanced program of social activity. It initiates the framework of a year-long schedule of events, both informal and formal, part of which it sponsors and part of which it assigns by mutual agreement to various organizations on the campus. It also serves as a clearing-house for the miscellaneous social activities that occur during a college year.

The social competence program of the college is partially implemented through the work of the Social Committee. It maintains standards for college social functions and sets up specific regulations for their control in terms of these standards.

### **The Sophanes Players**

The student dramatic organization, the Sophanes Players, is responsible for producing campus theatre. Any student in the college may become a member.

### **Student National Education Association**

A chapter of Student National Education Association is open to all teacher education students. The purpose of the chapter is to develop an enlightened professional attitude among its members. Its programs are educational in nature, serving to broaden a prospective teacher's acquaintance with aspects of teaching beyond the area of instruction. The chapter sends delegates to the annual meeting of the Eastern States Association of Professional Schools for Teachers, and to state meetings. It is a member of both the Maryland Association Future Teachers of America and the National Student N. E. A.



# College Curricula

The College offers three curricula — Elementary Education, Secondary Education, and Arts and Sciences — with programs leading to the A.B. or B.S. degree. In each curriculum **fifty-two** semester hours of the **one hundred twenty-eight** required for the degree are in prescribed general education courses. **Fifteen** additional hours in general education are required in the elementary education curriculum.

## GENERAL EDUCATION REQUIREMENTS (For All Students)

	Sem. Hrs.
Art:	
100, History and Appreciation .....	2
English:	
101-102, Composition .....	6
103, Speech .....	2
201, English Literature .....	3
302, American Literature Since 1850 .....	3
Mathematics:	
103, Fundamental Concepts of Arithmetic .....	3
Music:	
104, Literature .....	2
Physical and Health Education:	
Physical Education 101-102, Activities .....	2
Health Education 102, Physiology .....	2
Psychology:	
201, General .....	3
Science: <i>NOT APPLICABLE TO MAJORS IN BIOLOGY</i>	
Biology 101-102, Principles of Life Science .....	6
Science 201-202, Physical .....	6*
Social Science:	
History 101-102, World Civilizations .....	6
History 201-202, History of the United States; Economics 201, Principles; Geography 201-202, Elements; Government 201, Government of the United States; Sociology 102, American Life .....	6**

\* Except for majors in Mathematics and (Science) who will substitute other science courses.

\*\* Students in Elementary Teacher Education are required to take History 201-202.



## ELEMENTARY EDUCATION

Fifteen hours of general education, in addition to the **fifty-two** hours required of all students, must be taken in the elementary education curriculum. These are distributed as follows:

Art 200, Applied Art .....	2
Geography 201-202, Elements .....	6*
Mathematics 104, Fundamental Concepts of Mathematics .....	3
Music 303, Fundamentals .....	2
Physical Education 201-202, Activities .....	2
Total .....	15

In addition to the **sixty-seven** hours in general education, **thirty** hours in professional education are required as follows:

Education 300, Development and Learning .....	3
Education 301, The Elementary School .....	3
Education 305, The School in Society .....	3
Education 315, Method in the Elementary School .....	4
Education 316, Reading in the Elementary School .....	2
Education 401-402, Directed Teaching in the Elementary School .....	12
Education 409, Elementary School Practicum .....	3

The remaining **thirty-one** hours in the elementary education program are to be used to strengthen the liberal education of the prospective teacher. If the requirement of **twelve** hours in one foreign language and an academic major are met, the A.B. degree is awarded; otherwise, the B.S. degree. With guidance of the faculty adviser, electives may be taken in several subject matter fields; or, concentration in a major may be followed.

## ELEMENTARY EDUCATION

### Freshman Year

Sem. Hrs.		Sem. Hrs.	
Biology 101, Principles of Life Science . . . . .	3	Biology 102, Principles of Life Science . . . . .	3
English 101, Composition . . . . .	3	English 102, Composition . . . . .	3
History 101, World Civilizations . . . . .	3	History 102, World Civilizations . . . . .	3
Mathematics 103, Fundamental Concepts of Arithmetic . . . . .	3	Mathematics 104, Fundamental Concepts of Mathematics OR Mathematics Elective . . . . .	3
Art 100, History and Appreciation . . . . .	2	English 103, Speech . . . . .	2
Music 104, Literature . . . . .	2	Health Education 102, Physiology . . . . .	2
Physical Education 101, Activities . . . . .	1	Physical Education 102, Activities . . . . .	1
Orientation to College . . . . .	0		
<hr/>	17	<hr/>	17

### Sophomore Year

English 201, English Literature .....	3	Geography 202, Elements .....	3
Geography 201, Elements .....	3	History 202, History of the United States .....	3
History 201, History of the United States .....	3	Science 202, Physical .....	3
Psychology 201, General .....	3	Physical Education 202, Activities .....	1
Science 201, Physical .....	3	Electives .....	6
Physical Education 201, Activities .....	1		
	16		16

### Junior Year

Art 200, Applied Art .....	2	Education 301, The Elementary School .....	3
Education 300, Development and Learning .....	3	Education 315, Method in the Elementary School .....	4
Education 305, The School in Society .....	3	Education 316, Reading in the Elementary School .....	2
Music 303, Fundamentals .....	2	English 302, American Literature since 1850 .....	3
Electives .....	6	Electives .....	3-6
	16		15-18

### Senior Year

Education 401-402, Directed Teaching in the Elementary School .....	12	Electives .....	15-16
Education 409, Elementary School Practicum .....	3	OR	
	15	Education 401-402, Directed Teaching in the Elementary School .....	12
OR		Education 409, Elementary School Practicum .....	3
Electives .....	15-16		15

## SECONDARY EDUCATION

Students preparing to teach in the secondary schools will meet the requirements of a major and **twenty-two** hours in professional education in addition to the general education requirements. The major selected should be the subject the student proposes to teach. To be certified in two subjects the program should be planned accordingly. For Maryland certification a minimum of **twenty-four** hours in each teaching subject is required.

Minimum requirements in the professional program are as follows:

Education 300, Development and Learning .....	3
Education 305, The School in Society .....	3
Education 306, Principles of Secondary Education .....	3
Education 333, English in the Secondary School .....	3
Education 334, Social Studies in the Secondary School .....	
Education 335, Mathematics in the Secondary School .....	
Education 336, Science in the Secondary School .....	
Education 410, Directed Teaching in the Secondary School .....	8
Education Elective .....	2
Total .....	22

## Arts and Sciences

Beyond the **fifty-two** semester hours required in general education the student in arts and sciences will elect a major and a minor in the following fields: English, History, Geography, Mathematics, or Social Science. Selection of a major and a minor will be made with the guidance of a faculty adviser.

## Requirements for Majors

Each student in the secondary education curriculum and in the arts and sciences curriculum must elect a major and meet the specific requirements prescribed by the particular department. An application and a plan of study for the major must be presented for approval not later than the second semester of the sophomore year except for those who major in mathematics or science. Those who elect a major in either mathematics or science will do so immediately upon registration for the freshman year. To enter and continue into the junior and senior years of college a student must maintain a minimum academic average of C (2.0). Likewise, a minimum average of C must be maintained in the major to fulfill requirements for graduation.

## English

Requirements for the Bachelor of Arts degree with a major in English include satisfactory completion of **thirty-five** hours in English and **twelve** hours in one foreign language. Requirements are as follows:

English, 101-102, Composition .....	6
English 103, Speech .....	2
English 201-202, English Literature .....	6
English 302, American Literature Since 1850 .....	3
And eighteen hours of upper division courses .....	18
in English approved by the departmental adviser and including the following:	
English 301, American Literature to 1850 .....	
English 315, Advanced Composition .....	
OR	
English 316, Advanced Grammar .....	



For a minor in English a minimum of twenty-three hours is required as follows:

English 101-102, Composition .....	6
English 103, Speech .....	2
English 201-202, English Literature .....	6
English 302, American Literature Since 1850 .....	3
And	
English 301, American Literature to 1850 .....	3
English 315, Advanced Composition	
OR	
English 316, Advanced Grammar .....	3
Total	23

## SECONDARY EDUCATION: MAJOR IN ENGLISH

### Freshman Year

Sem. Hrs.		Sem. Hrs.	
Biology 101, Principles of Life Science .....	3	Biology 102, Principles of Life Science .....	3
English 101, Composition .....	3	English 102, Composition .....	3
History 101, World Civilizations .....	3	History 102, World Civilizations .....	3
Language .....	3	Health Education 102, Physiology .....	2
Mathematics 103, Fundamental Concepts of		Language .....	3
Arithmetic .....	3	Music 104, Literature .....	2
Art 100, History and Appreciation .....	2	Physical Education 102, Activities .....	1
Physical Education 101, Activities .....	1		
Orientation to College .....	0		
	18		17

### Sophomore Year

English 103, Speech .....	2	English 202, English Literature .....	3
English 201, English Literature .....	3	English 301, American Literature to 1850 ..	3
Economics 201, Principles .....		Economics 202, Principles .....	
Geography 201, Elements .....		Geography 202, Elements .....	
Government 201, Government of the		History 202, History of the United States	
United States .....	3	Sociology 102, American Life .....	3
History 201, History of the United States		Language .....	3
Language .....	3	Science 202, Physical .....	3
Psychology 201, General .....	3	Elective .....	3
Science 201, Physical .....	3		
	17		18

### Junior Year

English 302, American Literature since 1850	3	Education 300, Development and Learning	3
English Elective .....	3	English Electives .....	3-6
Education 305, The School in Society .....	3	English 316, Advanced Grammar* OR	
Electives .....	6-9	Free Elective .....	3
	15-18	Electives .....	6
			15-18

### Senior Year

English Electives .....	3-6	Education 306, Principles of Secondary	
English 315, Advanced Composition* OR		Education .....	3
Free Elective .....	3	Education 333, English in the Secondary	
Electives .....	9	School .....	3
	15-18	Education 410, Directed Teaching in the	
OR		Secondary School .....	8
Education 306, Principles of Secondary		Education Elective .....	2
Education .....	3		16
Education 333, English in the Secondary		OR	
School .....	3	English Electives .....	3-6
Education 410, Directed Teaching in the		English 315, Advanced Composition* OR	
Secondary School .....	8	Free Elective .....	3
Education Elective .....	2	Electives .....	9
	16		15-18

\*English 315 or 316 is required

## ARTS & SCIENCES: MAJOR IN ENGLISH

### Freshman Year

Sem. Hrs.		Sem. Hrs.	
Biology 101, Principles of Life Science .....	3	Biology 102, Principles of Life Science .....	3
English 101, Composition .....	3	English 102, Composition .....	3
History 101, World Civilizations .....	3	History 102, World Civilizations .....	3
Language .....	3	Health Education 102, Physiology .....	2
Mathematics 103, Fundamental Concepts of		Language .....	3
Arithmetic .....	3	Music 104, Literature .....	2
Art 100, History and Appreciation .....	2	Physical Education 102, Activities .....	1
Physical Education 101, Activities .....	1		
Orientation to College .....	0		17
	18		

### Sophomore Year

English 201, English Literature .....	3	English 103, Speech .....	2
Economics 201, Principles .....		English 202, English Literature .....	3
Geography 201, Elements .....		Economics 202, Principles .....	
Government 201, Government of the		Geography 202, Elements .....	
United States .....	3	History 202, History of the United States	
History 201, History of the United States		Sociology 102, American Life .....	3
Language .....	3	Language .....	3
Psychology 201, General .....	3	Science 202, Physical .....	3
Science 201, Physical .....	3	Elective .....	3
Elective .....	3		17
	18		

### Junior Year

English 301, American Literature to 1850 ..	3	English 302, American Literature Since 1850	3
English Elective .....	3	English 316, Advanced Grammar* OR	
Electives .....	9-12	English Elective .....	3
	15-18	Electives .....	9-12
			15-18

### Senior Year

English Elective .....	3	English Elective .....	3
English 315, Advanced Composition* .....	3	Electives .....	12-15
Electives .....	9-12		15-18
	15-18		

\*English 315 or 316 is required

## GEOGRAPHY

Requirements for the Bachelor of Arts degree with a major in Geography include satisfactory completion of thirty hours in Geography and twelve hours in one foreign language. Requirements are as follows:

Geography 201, Elements .....	3
Geography 202, Elements .....	3
History 201-202, History of the United States .....	6
24 hours in upper division geography courses approved by the departmental adviser ..	24
Total	36

For a minor in Geography a minimum of eighteen hours is required as follows:

Geography 201, Elements .....	3
Geography 202, Elements .....	3
12 hours in upper division geography courses approved by the departmental adviser ..	12
Total	18



## SECONDARY EDUCATION: MAJOR IN GEOGRAPHY

### Freshman Year

Sem. Hrs.		Sem. Hrs.	
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Mathematics 103, Fundamental Concepts of Arithmetic	3	Health Education 102, Physiology	2
Language	3	Language	3
Art 100, History and Appreciation	2	Music 104, Literature	2
Physical Education 101, Activities	1	Physical Education 102, Activities	1
Orientation to College	0		
	18		17

### Sophomore Year

English 201, English Literature	3	English 103, Speech	2
Geography 201, Elements	3	Geography 202, Elements	3
History 201, History of the United States	3	History 202, History of the United States	3
Language	3	Language	3
Psychology 201, General	3	Science 202, Physical	3
Science 201, Physical	3	Geography Elective	3
	18		17

### Junior Year

English 302, American Literature since 1850	3	Education 300, Development and Learning	3
Education 305, The School in Society	3	Geography Electives	6
Geography Electives	6	Electives	6-9
Electives	3-6		
	15-18		15-18

### Senior Year

Geography Electives	9	Education 306, Principles of Secondary Education	3
Electives	6-9	Education 334, Social Studies in Secondary School	3
	15-18	Education 410, Directed Teaching in the Secondary School	8
OR		Education Elective	2
Education 306, Principles of Secondary Education	3		16
Education 334, Social Studies in Secondary School	3		
Education 410, Directed Teaching in the Secondary School	8	OR	
Education Elective	2	Geography Electives	9
	16	Electives	6-9
			15-18

## ARTS & SCIENCES: MAJOR IN GEOGRAPHY

### Freshman Year

Sem. Hrs.		Sem. Hrs.	
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Mathematics 103, Fundamental Concepts of Arithmetic	3	Health Education 102, Physiology	2
Language	3	Language	3
Art 100, History and Appreciation	2	Music 104, Literature	2
Physical Education 101, Activities	1	Physical Education 102, Activities	1
Orientation to College	0		
	18		17

### Sophomore Year

English 201, English Literature	3	English 103, Speech	2
Geography 201, Elements	3	Geography 202, Elements	3
History 201, History of the United States	3	History 202, History of the United States	3
Language	3	Language	3
Psychology 201, General	3	Science 202, Physical	3
Science 201, Physical	3	Elective	3
	18		17

### Junior Year

English 302, American Literature since 1850	3	Geography Electives	6
Geography Electives	6	Electives	9-12
Electives	6-9		
	15-18		15-18

### Senior Year

Geography Electives	6	Geography Electives	6
Electives	9-12	Electives	9-12
	15-18		15-18

## HISTORY

Requirements for the Bachelor of Arts degree with a major in History include satisfactory completion of **twenty-seven** hours in History, **six** hours in prescribed related courses, and **twelve** hours in one foreign language. Requirements are as follows:

History 101-102, World Civilizations	6
History 201-202, History of the United States	6
Economics 201-202, Principles of Economics	6
Geography 201-202, Elements	6
Government 201, Government of the United States	6
Sociology 102, American Life	15
15 hours in upper division history courses approved by the departmental adviser	
Total	33

For a minor in History a minimum of **eighteen** hours is required as follows:

History 101-102, World Civilizations	6
History 201-202, History of the United States	6
6 hours in upper division history courses approved by the departmental adviser	6
Total	18

## SECONDARY EDUCATION: MAJOR IN HISTORY

### Freshman Year

Sem. Hrs.		Sem. Hrs.	
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Language	3	Language	3
Mathematics 103, Fundamental Concepts of Arithmetic	3	Health Education 102, Physiology	2
Art 100, History and Appreciation	2	Music 104, Literature	2
Physical Education 101, Activities	1	Physical Education 102, Activities	1
Orientation to College	0		
	18		17

### Sophomore Year

English 201, English Literature	3	English 103, Speech	2
History 201, History of the United States	3	History 202, History of the United States	3
Economics 201, Principles	3	Economics 202, Principles	3
Geography 201, Elements	3	Geography 202, Elements	3
Government 201, Government of the United States	3	Sociology 102, American Life	3
Language	3	Language	3
Psychology 201, General	3	Science 202, Physical	3
Science 201, Physical	3	Elective	3
	18		17



### Junior Year

English 302, American Literature since 1850	3	Education 300, Development and Learning	3
Education 305, The School in Society	3	History Elective	3
History Electives	6	Electives	9-12
Electives	3-6		15-18
	15-18		

### Senior Year

History Electives	6	Education 306, Principles of Secondary Education	3
Electives	9-12	Education 334, Social Studies in Secondary School	3
	15-18	Education 410, Directed Teaching in the Secondary School	8
OR		Education Elective	2
Education 306, Principles of Secondary Education	3		16
Education 334, Social Studies in Secondary School	3	OR	
Education 410, Directed Teaching in the Secondary School	8	History Electives	6
Education Elective	2	Electives	9-12
	16		15-18

### ARTS & SCIENCES: MAJOR IN HISTORY

#### Freshman Year

Sem. Hrs.		Sem. Hrs.	
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Language	3	Language	3
Mathematics 103, Fundamental Concepts of Arithmetic	3	Health Education 102, Physiology	2
Art 100, History and Appreciation	2	Music 104, Literature	2
Physical Education 101, Activities	1	Physical Education 102, Activities	1
Orientation to College	0		17
	18		

#### Sophomore Year

English 201, English Literature	3	English 103, Speech	2
History 201, History of the United States	3	History 202, History of the United States	3
Economics 201, Principles	3	Economics 202, Principles	3
Geography 201, Elements	3	Geography 202, Elements	3
Government 201, Government of the United States	3	Sociology 102, American Life	3
Language	3	Language	3
Psychology 201, General	3	Science 202, Physical	3
Science 201, Physical	3	Elective	3
	18		17

#### Junior Year

English 302, American Literature since 1850	3	History Elective	3
History Elective	3	Electives	12-15
Electives	9-12		15-18
	15-18		

#### Senior Year

History Electives	6	History Elective	3
Electives	9-12	Electives	12-15
	15-18		15-18

### MATHEMATICS

Requirements for the Bachelor of Science degree with a major in Mathematics include satisfactory completion of **thirty-six** hours in Mathematics. A minimum of two years of high school algebra and one year of plane geometry is required for admission to this program. Requirements are as follows:

Mathematics 103, Fundamental Concepts of Arithmetic	3
Mathematics 118-119, Mathematical Analysis	10
Mathematics 201-202, Calculus	8
15 hours in upper division courses* in Mathematics approved by the departmental adviser	15
Total	36

For a minor in Mathematics a minimum of **twenty-three** hours is required as follows:

Mathematics 103, Fundamental Concepts of Arithmetic	3
Mathematics 118-119, Mathematical Analysis	10
Mathematics 201, Calculus	4
6 hours in upper division courses* in Mathematics approved by the departmental adviser	6
Total	23

\*Mathematics 213, Probability and Statistics accepted.

Note: Physics 101-102 is required in lieu of Science 201-202 in general education requirements for the major or minor in mathematics.

### SECONDARY EDUCATION: MAJOR IN MATHEMATICS

#### Freshman Year

Sem. Hrs.		Sem. Hrs.	
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Mathematics 118, Mathematical Analysis	5	Mathematics 119, Mathematical Analysis	5
Art 100, History and Appreciation	2	English 103, Speech	2
Physical Education 101, Activities	1	Physical Education 102, Activities	1
Orientation to College	0		17
	17		

#### Sophomore Year

English 201, English Literature	3	Health Education 102, Physiology	2
Economics 201, Principles	3	Geography 202, Elements	3
Geography 201, Elements	3	History 202, History of the United States	3
Government 201, Government of the United States	3	Sociology 102, American Life	3
History 201, History of the United States	3	Language or Elective	3
Language or Elective	3	Mathematics 202, Integral Calculus	4
Mathematics 201, Differential Calculus	4	Music 104, Literature	2
Physics 101, General	4	Physics 102, General	4
	17		18

#### Junior Year

Education 305, The School in Society	3	English 302, American Literature since 1850	3
Language or Elective	3	Education 300, Development and Learning	3
Mathematics 103, Fundamental Concepts of Arithmetic	3	Language or Elective	3
Mathematics Elective	3	Mathematics Electives	6
Psychology 201, General	3	Elective	0-3
Elective	0-3		15-18
	15-18		



### Senior Year

Mathematics Electives	6	Education 306, Principles of Secondary	
Electives	9-12	Education	3
	15-18	Education 335, Mathematics in Secondary	
OR		School	3
Education 306, Principles of Secondary		Education 410, Directed Teaching in the	
Education	3	Secondary School	8
Education 335, Mathematics in Secondary		Education Elective	2
School	3		16
Education 410, Directed Teaching in the		OR	
Secondary School	8	Mathematics Electives	6
Education Elective	2	Electives	9-12
	16		15-18

### ARTS & SCIENCES: MAJOR IN MATHEMATICS

#### Freshman Year

Sem. Hrs.		Sem. Hrs.	
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Mathematics 118, Mathematical Analysis	5	Mathematics 119, Mathematical Analysis	5
Art 100, History and Appreciation	2	English 103, Speech	2
Physical Education 101, Activities	1	Physical Education 102, Activities	1
Orientation to College	0		
	17		17

#### Sophomore Year

English 201, English Literature	3	Health Education 102, Physiology	2
Economics 201, Principles		Geography 202, Elements	
Geography 201, Elements		History 202, History of the United States	
Government 201, Government of the	3	Sociology 102, American Life	
United States			
History 201, History of the United States		Language or Elective	3
Language or Elective	3	Mathematics 202, Integral Calculus	4
Mathematics 201, Differential Calculus	4	Music 104, Literature	2
Physics 101, General	4	Physics 102, General	4
	17		18

#### Junior Year

Language or Elective	3	English 302, American Literature since 1850	3
Mathematics 103, Fundamental Concepts of		Language or Elective	3
Arithmetic	3	Mathematics Electives	6
Mathematics Elective	3	Electives	3-6
Psychology 201, General	3		15-18
Electives	3-6		
	15-18		

#### Senior Year

Mathematics Elective	3	Mathematics Elective	3
Electives	12-15	Electives	12-15
	15-18		15-18

### SCIENCE\*

Requirements for the Bachelor of Science degree with a major in physical science as preparation to teach secondary school science include satisfactory completion of **forty-nine** hours in science and **ten** hours in mathematics. A minimum of two years of high school algebra and one year of plane geometry is required for admission to this program. Requirements are as follows:

Mathematics 118-119, Mathematical Analysis	10
Biology 101-102, Principles of Life Science	6
Chemistry 101-102, General	8
Chemistry 201, Qualitative Analysis	4
Chemistry 202, Quantitative Analysis	4
Chemistry 203-204, Organic	8
Physics 101-102, General	8
Physics 301, Magnetism and Electricity	4
Physics 302, Light	4
3 hours from the following	3
Geography 311, Principles of Geomorphology	3
Geography 312, Principles of Meteorology	3
Geography 313, Principles of Climatology	3
Geography 401, Historical Geology	3
Total	59

Requirements for the Bachelor of Science degree with a major in biological science as preparation to teach secondary school science include satisfactory completion of **thirty-four** hours in science and **six** hours in mathematics. Requirements are as follows:

Mathematics 103, Fundamental Concepts of Arithmetic	3
Mathematics 104, Fundamental Concepts of Mathematics	3
Biology 101-102, Principles of Life Science	6
Biology 201, Advanced Zoology	4
Biology 202, Advanced Botany	4
Biology 301, Microbiology	4
Biology 302, Comparative Anatomy	4
Biology 304, Ecology	2
Biology 401, Local Flora	2
Chemistry 101-102, General	8
Geography 201, Elements	3
3 hours from the following	3
Geography 311, Principles of Geomorphology	3
Geography 312, Principles of Meteorology	3
Geography 313, Principles of Climatology	3
Geography 401, Historical Geology	3
Total	46

### SECONDARY EDUCATION: MAJOR IN BIOLOGICAL SCIENCE

#### Freshman Year

Sem. Hrs.		Sem. Hrs.	
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Mathematics 103, Fundamental Concepts of		Mathematics 104, Fundamental Concepts of	
Arithmetic	3	Mathematics	3
Art 100, History and Appreciation	2	Health Education 102, Physiology	2
English 103, Speech	2	Music 104, Literature	2
Physical Education 101, Activities	1	Physical Education 102, Activities	1
Orientation to College	0		
	17		17

\*The B.S. degree in Science is offered only for secondary school teachers. However, those students who do not plan to become teachers may pursue courses in the sciences for two or more years for transfer purposes.



### Sophomore Year

English 201, English Literature	3	Biology 202, Advanced Botany	4
Biology 201, Advanced Zoology	4	Chemistry 102, General	4
Chemistry 101, General	4		
Geography 201, Elements	3	Geography 202, Elements	3
Elective	3	History 202, History of the United States	3
	17	Sociology 102, American Life	3
		Psychology 201, General	3
		Elective	3
			17

### Junior Year

Biology 302, Comparative Anatomy	4	Biology 301, Microbiology	4
Education 305, The School in Society	3	Biology 304, Ecology	2
Science 201, Physical	3	English 302, American Literature since 1850	3
Electives	5-6	Education 300, Development and Learning	3
	15-16	Elective	3
			15

### Senior Year

Biology 401, Local Flora	2	Education 306, Principles of Secondary	
Geography Elective	3	Education	3
Electives	10-12	Education 336, Science in the Secondary	
	15-17	School	3
		Education 410, Directed Teaching in the	
		Secondary School	8
		Education Elective	2
			16

## SECONDARY EDUCATION: MAJOR IN PHYSICAL SCIENCE

### Freshman Year

Sem. Hrs.		Sem. Hrs.	
Chemistry 101, General	4	Chemistry 102, General	4
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Mathematics 118, Mathematical Analysis	5	Mathematics 119, Mathematical Analysis	5
Art 100, History and Appreciation	2	Health Education 102, Physiology	2
Physical Education 101, Activities	1	Physical Education 102, Activities	1
Orientation to College	0		
	18		18

### Sophomore Year

Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
Chemistry 201, Qualitative Analysis	4	Chemistry 202, Quantitative Analysis	4
English 201, English Literature	3	English 103, Speech	2
Psychology 201, General	3	Music 104, Literature	2
Physics 101, General	4	Physics 102, General	4
	17		15

### Junior Year

Chemistry 203, Organic	4	Chemistry 204, Organic	4
Education 305, The School in Society	3	Education 300, Development and Learning	3
English 302, American Literature since 1850	3		
Geography 201, Elements	3	History 202, History of the United States	3
Electives	3-5	Geography 202, Elements	3
	16-18	Sociology 102, American Life	3
		Physics Elective	4
		Elective	3
			17

### Senior Year

Education 306, Principles of Secondary		Physics Elective	4
Education	3	Electives	12
Education 336, Science in the Secondary			16
School	3		
Education 410, Directed Teaching in the			
Secondary School	8		
Education Elective	2		
	16		

## SOCIAL SCIENCE

Requirements for the Bachelor of Arts degree with a major in Social Science include satisfactory completion of **fifty-one** hours in Social Science and **twelve** hours in one foreign language. Requirements are distributed as follows:

History 101-102, World Civilizations	6
History 201-202, History of the United States	6
Geography 201-202, Elements	6
Government 201, Government of the United States	3
Economics 201, Principles, and 3 additional hours in Economics	6
Sociology 102, American Life	3
21 hours in upper division courses in social science including 6 additional hours in History approved by the departmental adviser	21
Total	51

## SECONDARY EDUCATION: MAJOR IN SOCIAL SCIENCE

### Freshman Year

Sem. Hrs.		Sem. Hrs.	
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Language	3	Language	3
Mathematics 103, Fundamental Concepts of		Health Education 102, Physiology	2
Arithmetic	3	Music 104, Literature	2
Art 100, History and Appreciation	2	Physical Education 102, Activities	1
Physical Education 101, Activities	1		
Orientation to College	0		17
	18		

### Sophomore Year

English 201, English Literature	3	English 103, Speech	2
Geography 201, Elements	3	Geography 202, Elements	3
Government 201, Government of the United States	3	Sociology 102, American Life	3
History 201, History of the United States	3	History 202, History of the United States	3
Language	3	Language	3
Science 201, Physical	3	Science 202, Physical	3
	18		17

### Junior Year

English 302, American Literature since 1850	3	Education 300, Development and Learning	3
Economics 201, Principles	3	Social Science Electives	6
Education 305, The School in Society	3	Economics Elective	3
Psychology 201, General	3	Electives	3-6
Social Science Electives	6		15-18
	18		

### Senior Year

Social Science Electives	9	Education 306, Principles of Secondary	
Electives	6-9	Education	3
	15-18	Education 334, Social Studies in the	
		Secondary School	3
		Education 410, Directed Teaching in the	
		Secondary School	8
		Education Elective	2
			16
		OR	
		Social Science Electives	9
		Electives	6-9
			15-18



## ARTS & SCIENCES: MAJOR IN SOCIAL SCIENCE

### Freshman Year

Sem. Hrs.		Sem. Hrs.	
Biology 101, Principles of Life Science	3	Biology 102, Principles of Life Science	3
English 101, Composition	3	English 102, Composition	3
History 101, World Civilizations	3	History 102, World Civilizations	3
Language	3	Language	3
Mathematics 103, Fundamental Concepts of Arithmetic	3	Health Education 102, Physiology	2
Art 100, History and Appreciation	2	Music 104, Literature	2
Physical Education 101, Activities	1	Physical Education 102, Activities	1
Orientation to College	0		17
	18		

### Sophomore Year

English 201, English Literature	3	English 103, Speech	2
Geography 201, Elements	3	Geography 202, Elements	3
Government 201, Government of the United States	3	Sociology 102, American Life	3
History 201, History of the United States	3	History 202, History of the United States	3
Language	3	Language	3
Science 201, Physical	3	Science 202, Physical	3
	18		17

### Junior Year

English 302, American Literature since 1850	3	Psychology 201, General	3
Economics 201, Principles	3	Social Science Electives	6
Social Science Electives	6	Economics Elective	3
Electives	3-6	Electives	3-6
	15-18		15-18

### Senior Year

Social Science Electives	6	Social Science Elective	3
Electives	9-12	Electives	12-15
	15-18		15-18

### LANGUAGES

Although a major is not offered in languages, a student may elect as many as **twenty-one** hours in French. Students in elementary education are encouraged to elect foreign language to broaden their general education and to be able to participate in language programs in the public elementary schools.

The following upper division courses in French are available:

French 301-302, French Literature of the 17th Century	6
French 311, French Literature of the 19th Century: Romanticism in Poetry and Drama	3
French 312, French Literature of the 19th Century: Novels and Shorter Fiction	3

## COOPERATIVE NURSES TRAINING PROGRAM

### PENINSULA GENERAL HOSPITAL SCHOOL OF NURSING

State Teachers College offers several courses to student nurses in the School of Nursing of The Peninsula General Hospital. The content of these courses is designed to supplement with didactic work in the various fields of instruction the clinical training afforded at the School of Nursing. Prospective students desiring admission to this program should write to the Director of the School of Nursing, Peninsula General Hospital, Salisbury, Maryland, for an application form.

## Degree Requirements

The student's adviser assists in the planning of a program, but the **final responsibility for meeting the requirements for graduation rests with the student.**

### TEACHERS COLLEGE

#### Bachelor of Arts or Bachelor of Science

A student to be eligible for the degree of Bachelor of Arts or Bachelor of Science must present:

1. College credit of one hundred twenty-eight semester hours
2. Credit in the required courses of the curriculum he has elected
3. A minimum cumulative average of 2.00
4. A satisfactory record in his student teaching experience
5. A satisfactory demonstration of qualities which are basic to the ethical standards necessary in the teaching profession
6. Record of attendance at the college for at least one college year during which the last thirty semester hours of credit were earned.

#### Master of Education

A student to be eligible for the degree of Master of Education must:

1. Complete an approved program including at least thirty semester hours with an average of B or higher, and with no grade lower than C.
2. Present a research project approved by the candidate's adviser and the graduate council.
3. Satisfactorily demonstrate proficiency in professional education and in the area of teaching interest in a written examination.

### ARTS AND SCIENCES

#### Bachelor of Arts or Bachelor of Science

A student to be eligible for the degree of Bachelor of Arts or Bachelor of Science must present:

1. College credit of one hundred twenty-eight semester hours
2. Credit in the required courses of the curriculum he has elected
3. A minimum cumulative average of 2.00
4. Record of attendance at the college for at least one college year during which the last thirty semester hours of credit were earned.



## Description of Courses

The credit value of each course is designated in parentheses under the course title. The unit of credit is the semester hour which represents one lecture or one laboratory period a week for one semester. Length of periods: lecture, 50 minutes; laboratory, two or three 50 minute periods as indicated.

Courses on the one and two hundred level are primarily for freshmen and sophomores and three and four hundred level courses are primarily for upperclassmen. Courses on the five hundred level are open to graduate students only. Four hundred level courses listed on pages 87 to 90 may be taken for graduate credit.

All nonrequired courses are offered subject to sufficient enrollment.

### ART

Miss Purnell

#### Art 100, History and Appreciation

2 hours per week. (Credit, 2 hours.)

This course traces the development of architecture, sculpture, painting and the minor arts from primitive to modern times.

#### Art 200, Applied Art

3 hours per week. (Credit, 2 hours.)

A course to develop, through drawing and construction skills, the ability to create interesting and useful art projects. Considerable emphasis is placed upon developing the basic skills in art expression with the use of various art tools and materials.

#### Art 302, Crafts

3 hours per week. (Credit, 2 hours.)

Experiences in the handling of many types of materials and the skills involved in the use of them. Creative ability and originality are prime assets. The course is especially valuable to those students who expect to do recreational activities with groups of children.

### EDUCATION

Dr. Dunlap, Dr. Stevens, Mr. DiVirgilio

#### Education 300, Development and Learning

3 hours per week. (Credit, 3 hours.)

Physical, intellectual, emotional, and social development from infancy through adolescence are considered in their relation to the psychology of learning. Attention is given to child development, individual differences and personality, motivation and learning with applications to educational situations. Some consideration is given to problems characteristic of certain stages of development.



**Education 301, The Elementary School**

3 hours per week. (Credit, 3 hours.)

A study of the elementary school in terms of its organization, curriculum, and peculiar functions. The total program and organization of the elementary school are considered in relation to the school's purposes, the knowledge of how children learn and the utilization of subject matter content and method.

**Education 305, The School in Society**

3 hours per week. (Credit, 3 hours.)

An historical and sociological approach to the role of the school in society; its chief functions at the elementary and secondary levels with some attention to its organization and administration in Maryland. Emphasis is placed on the various methodological tools (historical, sociological, philosophical, etc.) basic to an understanding of the school in the social order.

**Education 306, Principles of Secondary Education**

3 hours per week. (Credit, 3 hours.)

Basic principles of teaching in the secondary school. In addition to the objectives and curriculum of the high school, the course deals with principles underlying classroom management, discipline, organization and planning of course content, lesson planning, assignments, differentiation of instructional activities, evaluation techniques, etc.

**Education 307, Audio-visual Materials and Methods**

3 hours per week. (Credit, 2 hours.)

The philosophy underlying the use of audio-visual aids in modern classroom procedures forms the approach to this course. Types of aids and their relation to units of work in the elementary and the high school curriculums are considered in a practical way.

**Education 315, Method in the Elementary School**

4 hours per week. (Credit, 4 hours.)

The selection, organization and use of appropriate subject matter content are considered for the various grade levels in achieving the aims of the elementary school. Principles of child development and psychology are applied. Attention is focused on the development of teaching materials in the broad areas of mathematics and science, social studies and language arts. The main purpose of the course is to provide a knowledge of method and its application in these broad areas.

**Education 316, Reading in the Elementary School**

2 hours per week. (Credit, 2 hours.)

Students become familiar with instructional materials and their use in the teaching of reading. Practice is provided in designing and making materials to meet specific reading needs. Various modern reading programs

are compared and practice is provided in diagnosing and meeting the individual need.

**Education 330, Guidance**

2 hours per week. (Credit, 2 hours.)

A basic course in the principles of guidance and related pupil-personnel services for high school teachers. Its purpose is to develop a concept of guidance which will enable teachers to see the relation of guidance to other phases of education. The meaning and purpose of guidance, methods of investigation in guidance, methods of guiding students, organization of guidance services in public schools, and common adjustment problems of youth are the major areas studied.

**Education 333, English in the Secondary School**

3 hours per week. (Credit, 3 hours.)

An analysis of various high school programs in English with emphasis upon a functional approach to the development of effective oral and written communication. Objectives, methods, and evaluation in the areas of reading, literature, writing, speaking, and listening are considered.

**Education 334, Social Studies in the Secondary School**

3 hours per week. (Credit, 3 hours.)

An analysis of the secondary school program in social studies with emphasis upon methods of teaching history, geography, and citizenship. Current curriculum trends are considered. Major attention is directed to the preparation of teaching units and adaptation of appropriate methods at particular grade levels.

**Education 335, Mathematics in the Secondary School**

3 hours per week. (Credit, 3 hours.)

An analysis of the secondary school program in mathematics with emphasis upon methods of teaching mathematical concepts and understandings. Organization of teaching units; observation and evaluation of teaching in particular situations.

**Education 336, Science in the Secondary School**

3 hours per week. (Credit, 3 hours.)

An analysis of various secondary school programs in science with emphasis upon methods of teaching science concepts and understandings. Considerable attention is directed to the selection, organization and use of materials for the teaching of science at particular grade levels. *in each of the sciences in which the student is majoring*

**Education 401, 402, Directed Teaching in Elementary School**

Daily. (Credit, 12 hours.)

Students are placed in directed teaching centers on the campus or in nearby public elementary schools. They have opportunities to observe teach-



ing, to participate in work with children, to teach, and to participate in many activities for which regularly employed teachers are responsible.

The work of the student teacher includes individual and group conferences with critic teachers and college supervisors. Guidance is given in the selection of materials, organization of units for teaching purposes, and in interpreting them in terms of guiding children in the total educative process.

#### **Education 406, Philosophy of Education**

*3 hours per week. (Credit, 3 hours.)*

A study of major philosophies and their influences upon the development of educational thought. Students are encouraged to identify and develop a personal philosophy of education.

#### **Education 407, Reading Disabilities**

*3 hours per week. (Credit, 3 hours.)*

A study of the analysis and correction of common reading disabilities. The course includes: points of view regarding retardation; factors underlying the causes of reading difficulties; the relation of reading to growth; the selection of reading materials and techniques in relation to individual needs; and programs for corrective measures in a laboratory situation.

#### **Education 408, Children's Literature**

*3 hours per week. (Credit, 3 hours.)*

A survey of some of the best material in various types of literature for pupils in grades one to nine inclusive. Reading interests of boys and girls and methods of presenting materials are considered. Each student in the course will direct major attention to becoming familiar with the literature appropriate for use of the elementary or junior high school level.

#### **Education 409, Elementary School Practicum**

*3 hours per week. (Credit, 3 hours.)*

Observation and participation are provided for students in the teaching of art, music, and physical education in the several grades of the Campus School.

#### **Education 410, Directed Teaching in Secondary School**

*Daily. (Credit, 8 hours.)*

Students are placed in directed teaching centers in nearby public secondary schools. They have opportunities to observe teaching, to participate in work with children, to teach, and to participate in many activities for which regularly employed teachers are responsible.

The work of the student teacher includes individual and group conferences with critic teachers and college supervisors. Guidance is given in the selection of materials, organization of units for teaching purposes, and in interpreting them in terms of guiding children in the total educative process.

#### **Education 432, Measurement and Evaluation**

*2 hours per week. (Credit, 2 hours.)*

Principles and procedures in evaluating pupil growth in knowledge, skills, attitudes, and understanding. Consideration of such basic factors as reliability, validity, norms, etc. Special attention is given to the construction and use of teacher-made tests and to the interpretation and utilization of research material and test data in the improvement of instruction.

#### **Education 500, Historical and Social Foundations**

*3 hours per week. (Credit, 3 hours.)*

Selected topics in intellectual and educational history from the time of Ancient Greece to the present. Relation of education to historic traditions, social trends and development of current national and international issues.

#### **Education 501, Statistical Methods in Education**

*3 hours per week. (Credit, 3 hours.)*

Systematic organization, analysis and presentation of data, sampling theory, including application of the normal distribution; an introduction to statistical inference, including the use of confidence intervals, test hypotheses, and decisions.

#### **Education 502, Introduction to Research**

*3 hours per week. (Credit, 3 hours.)*

An introduction to the methods of scientific inquiry. Gaining experience in the use of research in defining a problem and in collecting, organizing and presenting information on it.

#### **Education 506, Seminar in the Teaching of Mathematics**

*3 hours per week. (Credit, 3 hours.)*

Analysis of recent theory and results of research for the teaching of mathematics. Students will investigate developments at either the elementary or secondary school level.

#### **Education 508, Seminar: Research in Human Development**

*3 hours per week. (Credit, 3 hours.)*

A survey of research techniques and findings in the field of human growth and development, with emphasis on recent investigations.

Prerequisite: Psychology 201 and Education 300 or equivalent.

#### **Education 510, Seminar: Recent Issues in Education**

*3 hours per week. (Credit, 3 hours.)*

An analysis of selected recent issues in education for critical study. Each student is required to survey and critically evaluate pertinent research on at least one issue.



**Education 512, Problems of Teaching Social Studies**

*3 hours per week. (Credit, 3 hours.)*

Analysis of theory and research in the social sciences as applied to developing and teaching the social studies. Opportunities are provided for students to select major problems at either the elementary or secondary school level.

**Education 513, Seminar in the Teaching of Science**

*3 hours per week. (Credit, 3 hours.)*

Analysis of recent advances in the teaching of science and the development of skills in applying these to classroom teaching. Students will investigate developments at either the elementary or secondary school level.

**Education 514, Seminar in Curriculum Construction**

*3 hours per week. (Credit, 3 hours.)*

A study of the factors underlying the public school curriculum and its development opportunities will be provided for individual research in curriculum construction at both the elementary and secondary school levels.

**ENGLISH**

**Dr. Elderdice, Mr. Burnet, Mrs. Fleming  
Miss Calcott, Mr. Carroll, Miss McMurrian**

**English 101, 102, Composition**

*3 hours per week for two semesters. (Credit, 6 hours.)*

This course emphasizes proper methods of selecting, planning, writing, and revising the materials of composition — the sentence, the paragraph, and the theme. Usage, sentence structure, punctuation, and diction are taught as a means toward correct, clear, and effective writing. Considerable attention is given to the study of literature, chiefly contemporary and, in the second semester, to the research paper.

**English 103, Speech**

*2 hours per week. (Credit, 2 hours.)*

This course affords the student an opportunity to develop skill and poise in the oral presentation of thought. Each student delivers speeches before an audience of his fellows, and receives criticism upon his ability to analyze his subject, to select and arrange his ideas, to secure the interest and consent of his hearers, and to speak with simplicity, clarity, and correctness. Emphasis is placed upon pronunciation, enunciation, voice, phrasing, posture, platform manners, parliamentary procedure, and the organization of panel and other forms of group discussion. Individual oral interpretation of various selections from literature is required.

**English 201, English Literature**

*3 hours per week. (Credit, 3 hours.)*

A survey of English literature from the earliest times through the period of Johnson and Boswell. The selections — both poetry and prose —

are studied not only from the purely esthetic standpoint, but also within the context of the times in which they were written.

**English 202, English Literature**

*3 hours per week. (Credit, 3 hours.)*

A survey of English literature from the pre-Romantic Period to the present. The selections — both poetry and prose — are studied not only from the purely esthetic standpoint, but also within the context of the times in which they were written.

**English 301, American Literature to 1850**

*3 hours per week. (Credit, 3 hours.)*

A study of the major American writers from the pre-Revolutionary papers of John Smith through 1850. Special attention is given backgrounds, the history of ideas, and literary movements and types.

**English 302, American Literature Since 1850**

*3 hours per week. (Credit, 3 hours.)*

A study of the major American writers beginning with Whitman and extending through contemporary writers. A continuation of English 301 in studying backgrounds, the history of ideas, and literary movements.

**English 303, The English Novel**

*3 hours per week. (Credit, 3 hours.)*

A study of the work of outstanding English novelists, from Defoe through Conrad. Included also are novels by Fielding, Smollett, Austen, Scott, E. Bronte, Dickens, Eliot, Trollope, and Hardy.

**English 304, World Literature**

*3 hours per week. (Credit, 3 hours.)*

The course introduces the student to some of the best literature in countries of the world other than the United States and England. Stress is put on the common characteristics of great writing including the universality of the truth with which it deals.

Writers selected for the course are Aeschylus, Herodotus, Dante, Goethe, Dostoevski, Balzac, Proust, Joyce, and Kafka.

**English 305, Renaissance Literature**

*3 hours per week. (Credit, 3 hours.)*

A study of the major works of poetry and prose of the English Renaissance, from More through Milton and Bunyan. Included are examples of Elizabethan drama and fiction, and Jacobean drama.



**English 306, Eighteenth Century Literature**

*3 hours per week. (Credit, 3 hours.)*

A study of the major works of English poetry and prose of the Restoration and the Neo-Classic Age, from Dryden through Johnson and Boswell. Included are examples of Restoration and Eighteenth Century drama.

**English 307, Romantic Literature**

*3 hours per week. (Credit, 3 hours.)*

A study of the major works of English poetry and prose of the Romantic Period, from Wordsworth through Lamb and De Quincey. Included are works of the pre-Romantic Period.

**English 308, Victorian Literature**

*3 hours per week. (Credit, 3 hours.)*

A study of the major works of English poetry and prose, from Tennyson and Carlyle through Pater and Stevenson. Included are examples of Victorian drama.

**English 315, Advanced Composition**

*3 hours per week. (Credit, 3 hours.)*

A study of the mechanics, craft, and art of competent expository writing including a study of uses of logic in written communication. Informal essays and critical papers are required.

**English 316, Advanced Grammar**

*3 hours per week. (Credit, 3 hours.)*

A close examination of the facts of grammar. Modern practice compared with more traditional forms. Some attention is given the rudiments of structural linguistics.

**English 402, Modern Comparative Drama**

*3 hours per week. (Credit, 3 hours.)*

This is a study of European and American dramatists from Ibsen to O'Neill. The purpose of this course is to acquaint the student with the rise of the drama of ideas, to help him trace the modern movements of naturalism, symbolism, and expressionism, and to study the influences of one national drama upon another, and to compare their techniques.

**English 404, Play Production**

*3 hours per week. (Credit, 3 hours.)*

An introductory survey of the technical aspects of producing plays, involving choice, analysis and casting of a script; acting and direction of several scenes from a play; all the paper work associated with designing and planning scenery, properties, costumes, lighting and makeup; practical work in building scenery, applying makeup and handling lighting equipment; examination of standard practices in business and house management, and in the organization of theatrical groups.

**English 405, Shakespeare**

*3 hours per week. (Credit, 3 hours.)*

This course is an intensive study of selected plays of Shakespeare with special attention to matters of textual criticism, characterization, dramatic technique, and of the biographical, literary, and theatrical background of the author's work.

**English 406, The American Novel**

*3 hours per week. (Credit, 3 hours.)*

A study of the work of outstanding American novelists, from Cooper through Dreiser. Included also are novels by Hawthorne, Melville, Twain, Howells, James, Crane, and others.

**English 407, The Modern Novel**

*3 hours per week. (Credit, 3 hours.)*

A study of the work of outstanding modern novelists, chiefly American and English, from Anderson and Lewis through Greene and Cary. Included also are novels by Fitzgerald, Glasgow, Hemingway, Steinbeck, Faulkner, Marquand, Cozzens, Waugh, and others.

**English 408, Contemporary Literature**

*3 hours per week. (Credit, 3 hours.)*

A study of the work of outstanding contemporary writers in the fields of poetry, drama, novel, short story, essay and criticism.

**English 500, Seminar: Major American Writers of the Nineteenth Century**

*3 hours per week. (Credit, 3 hours.)*

A thorough study of the works of three or four major American writers of the nineteenth century, chosen from among Emerson, Thoreau, Hawthorne, Melville, Whitman, Twain, James, Dickinson, and Crane.

**English 501, Seminar: Major American Writers of the Twentieth Century**

*3 hours per week. (Credit, 3 hours.)*

A thorough study of the works of three or four major American writers of the twentieth century, chosen from among Frost, Eliot, Fitzgerald, O'Neill, Faulkner, Hemingway, Steinbeck, and Williams.

**English 506, Seminar: Elizabethan and Jacobean Drama**

*3 hours per week. (Credit, 3 hours.)*

A thorough study of the major plays of Greene, Kyd, Marlowe, Dekker, Heywood, Chapman, Marston, Jonson, Webster, Beaumont and Fletcher, Massinger, Ford, and Shirley.



**GEOGRAPHY**  
**Mr. Farace**

**Geography 201, Elements**

*3 hours per week. (Credit, 3 hours.)*

A systematic appraisal and survey of the physical elements of our environment including weather, climate, biotic associations, soils and land-forms. Emphasis is placed on causation and interrelationships.

**Geography 202, Elements**

*3 hours per week. (Credit, 3 hours.)*

A regional appraisal of the interrelationship between earth and state with special attention given to a geographical interpretation of the international relationships between states.

**Geography 205, Economic**

*3 hours per week. (Credit, 3 hours.)*

A study of the factors determining the distribution and localization of agricultural production and a survey and analysis of mining, manufacturing, and transportation.

**Geography 301, Historical Geology**

*4 hours per week. (Credit, 3 hours.)*

A comprehensive survey of the geological history of the earth. Emphasis is placed upon the changing geological scene rather than contemporary landforms. Some consideration is given to paleontology.

Prerequisite: Geography 201, or consent of instructor.

**Geography 302, Regional Geography of the United States and Canada**

*3 hours per week. (Credit, 3 hours.)*

A regional study of the United States and Canada which treats the areal differentiation within the continent. The course emphasizes the interplay of the various cultural and physical features of the landscape. A portion of this course gives special treatment to the geography of Maryland.

**Geography 304, Regional Geography of Europe**

*3 hours per week. (Credit, 3 hours.)*

A regional study of Europe including the U.S.S.R. Emphasis is placed upon the regional differentiation and complexity of the continent. Some special treatment is given to the present geopolitical problems of Europe.

**Geography 306, Regional Geography of the Far East**

*3 hours per week. (Credit, 3 hours.)*

A regional study of Asia, including China, Japan, India and Southeast Asia. Emphasis is given to the interplay of physical and cultural features in the landscape which result in the regional diversity of the continent. The problems of a changing Asia are stressed in terms of geography.

**Geography 308, Regional Geography of Latin America**

*3 hours per week. (Credit, 3 hours.)*

A regional study of Latin America including the Caribbean. The interplay of physical and cultural elements and their reflection in the regional patterns is stressed. The interdependence of South America and North America is treated geographically.

**Geography 312, Principles of Meteorology**

*3 hours per week. (Credit, 3 hours.)*

An analysis of weather elements and their controls including the planetary circulation system, storms and associated phenomena, study and use of weather maps in forecasting.

Prerequisite: Geography 201, or consent of instructor.

**Geography 400, Geography of Russia**

*3 hours per week. (Credit, 3 hours.)*

A general treatment of the gross physical and cultural patterns of the U.S.S.R. emphasizing interrelationships and a thorough treatment of those regions in rapid transition. Some attention is directed to the consideration of the geographical foundations of Soviet international relations.

**Geography 411, Principles of Geomorphology**

*4 hours per week. (Credit, 3 hours.)*

This course deals with landform analysis. Treatment is given to the agents of erosion and deposition: water, wind and ice and to the internal forces which leave visible evidences on the earth's surface. The approach is genetic rather than descriptive and some emphasis is given to the reflection of landforms in man's cultural patterns.

Prerequisite: Geography 201, or equivalent.

**Geography 413, Principles of Climatology**

*4 hours per week. (Credit, 3 hours.)*

An analysis of climatic elements and their control. Consideration is given to climatic classifications and the distribution of climatic types. Microclimatology is also considered.

Prerequisite: Geography 201, or equivalent.

**Geography 415, Selected Problems**

*3 hours per week. (Credit, 3 hours.)*

This course is designed for the geography or other social science major or minor who desires to do original research in the field of geography. The problems may be in the nature of library research, field research or a combination of both. Selection of the problems is made by the instructor in terms of the background and needs of the individual student.



**Geography 500, Geographical Influences in American History**  
*3 hours per week. (Credit, 3 hours.)*

A study of the geographical influences that have affected the historical growth and development of North America from Colonial times to the present.

**HEALTH AND PHYSICAL EDUCATION**

**Dr. Whitney, Miss Morrison; Mr. Maggs, Mr. Deshon**

**Health Education 102, Physiology**  
*2 hours per week. (Credit, 2 hours.)*

This course aims to help the student gain knowledge of the elements of anatomy and physiology which serve as a basis for understanding individual health practices; to recognize particularly his own health problems and those common to individuals of his age; and to prepare himself through knowledge of the structure and function of various tissues for the study of psychology and other courses in health education.

**Health Education 402, The School Child**  
*3 hours per week. (Credit, 3 hours.)*

A study of the principles underlying health education in the elementary school. Health needs of children are analyzed, including environmental factors, school health services, and information concerning common defects and diseases, their prevention and treatment. The utilization of health resources such as public health clinics and publications is stressed. Selection of appropriate materials and methods for health teaching is included.

**Physical Education 101, 102; 201, 202; 303, 304; 402, 403, Activities**  
*2 hours per week. (Credit, 1 hour.)*

A sequential program of physical education activities planned to help the student develop and maintain physical fitness. Emphasis is placed upon recreational skills and carry-over sports.

**Physical Education 105, 106; 205, 206, Corrective**  
*2 hours per week for four semesters. (Credit, 4 hours.)*

These courses deal with the organization of programs and services in individual corrective work in different type situations. Students not admitted to physical education classes because of remedial defects may enroll.

**Physical Education 401, Activity Planning and Organization**  
*3 hours per week. (Credit, 2 hours.)*

The chief topics in these courses are: play and what it means to the child; importance of organized play in school; organized games; athletic and social games; stunts and efficiency tests; track and field events; folk

dancing; physical education as outlined for the State of Maryland; how to conduct a meet; how to conduct tournaments; good sportsmanship.

Prerequisite: P.E. 101, 102; 201, 202, or consent of instructor.

**Physical Education 404, Folk Dancing**  
*3 hours per week. (Credit, 3 hours.)*

This course is sufficiently extensive to give the student a rich repertoire of dances of different nations. Progression for teaching the step combinations such as two-step, polka, waltz, and schottische will be presented and discussed. Provision will be made for the collection of background material for the presentation of folk dances. The course will include a study of national characteristics, folk costumes, and a brief history of the dancing of each country as it is considered.

**Physical Education 405, Supervised Activities**  
*3 hours per week. (Credit, 3 hours.)*

The course provides an opportunity for the student to work with children in physical education under adequate supervision of the college instructor. Observations are used to supplement the directed activities.

Prerequisite: P.E. 101, 102; 201, 202, or consent of instructor.

**Physical Education 406, Administration and Coaching**  
*3 hours per week. (Credit, 3 hours.)*

The purpose of this course is to acquaint the prospective teacher of physical education activities with the areas of administration and coaching with which he will be most directly concerned.

Problems of administrative structure and procedure will be examined and discussed. The types of sports best suited to the age group taught will be studied as well as the techniques necessary to those sports.

The course is designed to summarize the past experience and knowledge in the field of physical education, and to help the student prepare the material for practical use in a teaching situation.

Prerequisite: P.E. 101, 102; 201, 202, or consent of instructor.

**MATHEMATICS**

**Mr. White, Mr. Luttrell**

**Mathematics 101, College Algebra**  
*3 hours per week. (Credit, 3 hours.)*

This course is planned for students who have a background in algebra. It begins with the study of quadratic equations and quadratic functions, and includes the following topics: systems of equations, ratio, proportion, variation, complex numbers, theory of equations, determinants, permutations, combinations, probability, the binomial theorem, and progressions.

Prerequisite: two years of high school algebra.



**Mathematics 102, Trigonometry**

3 hours per week. (Credit, 3 hours.)

The following topics are included in this course: the trigonometric functions and their graphs, trigonometric equations and identities, functions of two angles, logarithms, right and oblique triangles, the inverse functions, and an introduction to spherical trigonometry.

Prerequisite: one unit each of high school algebra and plane geometry.

**Mathematics 103, Fundamental Concepts of Arithmetic**

3 hours per week. (Credit, 3 hours.)

Various number systems, laws governing operations within the number system and rationalization thereof, interpretation of common and decimal fractions, and computation with approximate numbers.

**Mathematics 104, Fundamental Concepts of Mathematics**

3 hours per week. (Credit, 3 hours.)

Equations and inequalities, ratio and proportion, the right triangle relationship, indirect measurement, construction and interpretation of graphs, plane and solid geometry, decisions, and new topics in mathematics.

**Mathematics 118, 119, Mathematical Analysis**

5 hours per week for two semesters. (Credit, 10 hours.)

The elementary mathematical functions, composed of algebraic, exponential, trigonometric types and their inverses studied by means of their properties, their graphical representations, the identities interconnecting them, and the solution of equations involving them. Other topics selected from permutations, combinations, determinants, vectors, matrices, and solid analytic geometry.

Prerequisite: two units of high school algebra and plane geometry.

**Mathematics 201, Differential Calculus**

4 hours per week. (Credit, 4 hours.)

Variables, functions, limits, differentiation, critical points, applications of maxima and minima, differentials, simple integration and applications including fluid pressure, curvature, polar coordinates, mean value theorem, and indeterminate forms.

Prerequisite: Mathematics 108.

**Mathematics 202, Integral Calculus**

4 hours per week. (Credit, 4 hours.)

Integration as a process of summation, its application to areas, volumes, arc length, centroids, moments and moment of inertia, infinite series including Macclaurin's and Taylor's series, prismoidal formula and Simpson's rule, hyperbolic functions, partial differentiation and multiple integrals.

Prerequisite: Mathematics 201.

**Mathematics 213, Probability and Statistics**

3 hours per week. (Credit, 3 hours.)

Introduction to probability, frequency distributions, measures of central tendency, measures of dispersion, the normal curve, curve fitting, regression, correlation, and statistical inference.

Prerequisite: two units of high school algebra.

**Mathematics 301, Modern Algebra**

3 hours per week. (Credit, 3 hours.)

The basic concepts of abstract algebra: sets, ordered pairs, groups, rings, and fields.

Prerequisite: Mathematics 201.

**Mathematics 302, Differential Equations**

3 hours per week. (Credit, 3 hours.)

A first course including first order linear differential equations, homogeneous equations, exact equations, second order equations with constant coefficients, and applications.

Prerequisite: Mathematics 202.

**Mathematics 401, College Geometry**

3 hours per week. (Credit, 3 hours.)

The axiomatic development of Euclidean and an introduction to non-Euclidean geometry.

Prerequisite: Mathematics 201.

**Mathematics 402, Theory of Numbers**

3 hours per week. (Credit, 3 hours.)

Basic concepts: integers, prime numbers, divisibility, congruences, and residues.

Prerequisite: Mathematics 201.

**Mathematics 403, Advanced Calculus**

3 hours per week. (Credit, 3 hours.)

Limits and continuity, infinite series, partial differentiation, line and surface integrals, vector notation.

Prerequisite: Mathematics 202.

**Mathematics 405, Foundations of Number Theory**

3 hours per week. (Credit, 3 hours.)

Designed for those enrolled in programs with emphasis in the teaching of arithmetic. A development of the real number system; elementary number theory.

Prerequisite: One course in college mathematics or consent of instructor.



**Mathematics 501, Foundations of Algebra**

3 hours per week. (Credit, 3 hours.)

Emphasis is placed upon alpha and algebraic structures using the experimental units from the Maryland Project and the School Mathematics Study Group.

Prerequisite: Mathematics 103 or Mathematics 405.

**Mathematics 502, Foundations of Geometry**

3 hours per week. (Credit, 3 hours.)

Emphasis is placed upon geometry using the experimental units from the Maryland Project and the School Mathematics Study Group.

Prerequisite: Mathematics 103 or Mathematics 405.

**MUSIC**

Dr. J. L. Fleming

**Music 104, Literature**

2 hours per week. (Credit, 2 hours.)

A survey course which aims to build a background that will give the average listener a better understanding and appreciation of the world's great music. The elements of music — rhythm, melody and harmony, together with tone color and form — are discussed, and their significance in choral and instrumental compositions is illustrated. A study of the music of great composers of the world is made from two points of view: (1) music in relation to the socio-economic-political cultural life of the period represented and (2) contributions to the development of music as an art.

**Music 202, Current**

3 hours per week. (Credit, 3 hours.)

In this course a study of the trends of contemporary music is made. The approach is primarily appreciative, but historical data is employed in order to draw comparisons with earlier idioms and ideologies. The influence of jazz on the modern music is discussed. The period covered is essentially that from 1890 to the present. Opportunity is offered for each student to investigate topics of special interest to him.

Prerequisite: Music 104, or consent of instructor.

**Music, College Chorus**

2 hours per week for two semesters. (Credit, .5 hour for each semester.)

The purpose of the College Chorus is to give any student interested in singing the opportunity to enjoy choral music; to develop musical ability, appreciation and taste; and to represent the college by performing as a whole or in small groups for civic and social gatherings in local and nearby

communities, as well as in broadcasts and school assemblies, concerts, or other student and alumni affairs.

Small singing groups are organized from among the membership. Singers are chosen on the basis of their outstanding voices and musical ability.

**Music 303, Fundamentals**

2 hours per week. (Credit, 2 hours.)

Designed to develop understanding of and performance in basic musical skills including music reading, ear training, theory, simple harmony, rhythms, piano, voice, conducting, simple instruments.

**Music 304, Choral Conducting**

2 hours per week. (Credit, 2 hours.)

A study of conducting patterns for 2, 3, 4 and 6-beat meters. Manners of expressing through motion the variety of styles, dynamics and speeds (interpretation) are applied to choral music. Attention is directed to the study of child and adolescent voices, the selection of music suitable for elementary and high school students, conducting of school music festivals, and the application of rehearsal and performance techniques to small and large choral groups.

Prerequisite: Ability to sing, read music and/or play the piano as determined by the instructor.

**Music 402, Advanced Music Theory**

3 hours per week. (Credit, 3 hours.)

Designed as a continuation of music fundamentals, opportunities are provided for further development of skills in music reading, ear training, harmony and instruments. Emphasis is placed upon acceptable voice production and skill at the piano in playing melodies with simple accompaniments. Some creative work is included.

Prerequisite: Music 303, or consent of instructor.

**Music 403, History**

3 hours per week. (Credit, 3 hours.)

The course in the history of music traces the development of music from the earliest times to the present. Changing theories of form and composition are studied. Outstanding compositions of major composers of the various periods are analyzed. The time covered is approximately 2000 B.C. to 1900 A.D.

**Music 404, Music for the Theatre: From Opera to Broadway Musical**

3 hours per week. (Credit, 3 hours.)

An historical development of dramatic presentations with music. Various styles and forms are analyzed and compared:

- (1) Renaissance and Elizabethan plays with music;
- (2) opera from the 17th through the 20th centuries;
- (3) Gilbert and Sullivan operetta;



(4) American operetta — e.g., Victor Herbert, Sigmund Romberg;

(5) Broadway musicals to the present — e.g., Rodgers and Hammerstein, Kern, Loesser; (6) music for films.

Lecture-discussion, musical analysis, critical listening to recordings and library resources are utilized throughout the course. Opportunity is given for individual research.

(Open only to advanced undergraduates and graduate students.)

**Music 500, Twentieth Century Music — Its Forms and Techniques**

*3 hours per week. (Credit, 3 hours.)*

An analysis of the manner in which melody, rhythm, harmony, form and orchestral instruments are used by major modern composers. Political, economic and social forces and current world events are considered for their effects on the music of our time.

**PSYCHOLOGY**

**Dr. May**

**Psychology 201, General**

*3 hours per week. (Credit, 3 hours.)*

A survey of the general principles underlying human behavior. The nervous system, perception, learning, emotion and personality are key points of emphasis. Experimental findings are constantly applied to practical situations.

**Psychology 203, Psychology for Nurses**

*1 hour per week. (Credit, 1 hour.)*

This is an introductory course in psychology especially organized for student nurses. The point of reference is regularly that of the student and practicing nurse and the environment in which her profession places her. Particular emphasis is given to problems dealing with physical, mental, and personality deviates.

**Psychology 204, Applied**

*3 hours per week. (Credit, 3 hours.)*

This course makes application of research findings in psychology to problems encountered in everyday life. Problems in business, industry, advertising, labor-management, the professions, and social relations are given special consideration.

Prerequisite: Psychology 201.

**Psychology 206, Social**

*3 hours per week. (Credit, 3 hours.)*

In contrast to individual psychology, which considers human problems primarily from inner characteristics both native and acquired, social psy-

chology gives major consideration to overt behavior as expressed in group situations. Emphasis is placed on the relation of the individual to the group, mass reaction and judgment, the principles of group control, and the social significance of the individual abilities and characteristics. The chief aim of the course is to enable the student to interpret social phenomena and to realize the impact of such on his own personality.

Prerequisite: Psychology 201.

**Psychology 301, Child Development**

*3 hours per week. (Credit, 3 hours.)*

This course is designed to provide an understanding of the human individual from conception to adulthood, with primary emphasis on the first twelve years of life. With this in mind, the materials for the course are organized around six periods or stages of development: (1) Prenativity; (2) Birth to 2 Years; (3) The Preschool Period; (4) The Primary Period; (5) Preadolescence; (6) Adolescence — a Brief Survey. Each of these stages is a study in the light of various phases of the child's development. These include physical development, social development, mental development, emotional development, learning, and behavior problems. Although the deviate child is considered, major emphasis is placed on the behavior of the typical or so-called normal child.

Prerequisite: Psychology 201.

**Psychology 302, Adolescent Psychology**

*3 hours per week. (Credit, 3 hours.)*

Designed especially for the teacher of adolescent students this course places emphasis on the expected behavior of the normal individual as he passes through the adolescent years on his way to adulthood. The development sequences as revealed through experimentation are studied in relation to the overall behavior of the adolescent. Observations of a specific adolescent are made by individual students throughout the semester.

Prerequisite: Psychology 201.

**Psychology 401, The Exceptional Child**

*3 hours per week. (Credit, 3 hours.)*

A detailed study of gifted children and children with physical, emotional, and mental handicaps, including the severely mentally handicapped, and how these children may be helped to the fullest realization of their capacities.

Prerequisite: Psychology 201 and Education 300.

**Psychology 404, Mental Hygiene**

*3 hours per week. (Credit, 3 hours.)*

A study of the development of the human personality and the factors influencing its growth. Emphasis is placed on the building and maintenance of a stable personality structure with special attention to critical periods



from which deviations are most likely to derive. Abnormalities or deviations are considered only by way of pointing out the dangers which threaten the weak personality structure.

Prerequisite: Psychology 201.

**Psychology 500, The Mentally Retarded**  
*3 hours per week. (Credit, 3 hours.)*

A study of the causes, evaluation, and care of the mentally retarded, including a survey of curricula and instructional procedures.

Prerequisite: Psychology 201 and Education 300 or equivalent.

**Psychology 502, Intelligence Testing**  
*3 hours per week. (Credit, 3 hours.)*

This course has three focal areas: (a) theories of intelligence; (b) the administration of individual and group intelligence tests, including the Revised Stanford Binet, WISC, and WAIS; (c) interpreting and reporting of intelligence test results.

Prerequisite: Psychology 201 and Education 300 or equivalent.

**ROMANCE LANGUAGES**  
**Dr. Francis, Mr. Costello**

**French 101, 102, Elementary French**  
*3 hours per week for two semesters. (Credit, 6 hours.)*

French 101, 102 is planned for students who have had no previous study of French. It comprises the work covered in two years of high school French. An introduction to the culture of France is combined with progress in listening-comprehension, speaking, reading, and writing of the French language.

**French 111, 112, Intermediate French**  
*3 hours per week for two semesters. (Credit, 6 hours.)*

This course is planned for students who have passed either two or three years' work in French in high school or a one-year elements course in college. The work of the course involves a review of grammar, emphasis on the development of reading-comprehension, and continued progress in listening-comprehension and in speaking, combined with additional acquaintance with French culture.

**French 201, 202, Advanced French Readings**  
*3 hours per week for two semesters. (Credit, 6 hours.)*

An introduction to French literature, made through study of selected texts of literary value, is combined with increased achievement in rapid reading, understanding of more difficult idiomatic patterns, and greater fluency in speaking and in aural comprehension of French.

Prerequisite: Intermediate French or four years of high school French.

**French 301, 302, French Literature of the Seventeenth Century**  
*3 hours per week for two semesters. (Credit, 6 hours.)*

A study of the three great French dramatists, Corneille, Racine, and Moliere, and, to a lesser extent, of other writers of the seventeenth century is combined with an effort to understand what is involved in the ideal of classicism and how that ideal developed during the course of the seventeenth century in France.

Prerequisite: Advanced French Readings or its equivalent.

**French 311, French Literature of the Nineteenth Century: Romanticism in Poetry and Drama**  
*3 hours per week for one semester. (Credit, 3 hours.)*

The development of romanticism as a major literary movement will be studied through selected works from the poetry and drama of Lamartine, Hugo, de Vigny and de Musset. Later developments of the movement in the plays of Dumas-fils and Rostand will also be included.

Prerequisite: French 201, 202.

(To alternate with French 301)

**French 312, French Literature of the Nineteenth Century: Novels and Shorter Fiction**  
*3 hours per week for one semester. (Credit, 3 hours.)*

The work of this course will consist in study of selected masterpieces from the area of the great French prose writers of the nineteenth century. Works chosen for study may vary from year to year, but special attention will be paid to the fiction of Hugo, Flaubert, Maupassant, and Balzac.

Prerequisite: French 201, 202.

(To alternate with French 302.)

**Spanish 101, 102, Elementary Spanish**  
*3 hours per week for two semesters. (Credit, 6 hours.)*

This course is planned for students who have had no previous study of Spanish. It comprises the work covered in two years of high school Spanish. An introduction to Hispanic culture is combined with progress in listening-comprehension, speaking, reading, and writing of the Spanish language.

**Spanish 111, 112, Intermediate Spanish**  
*3 hours per week for two semesters. (Credit, 6 hours.)*

This course is planned for students who have passed either two or three years' work in Spanish in high school, or a one-year elements course in college. The work of the course involves a review of grammar, emphasis on the development of reading-comprehension, and continued progress in listening-comprehension and in speaking, combined with additional acquaintance with Hispanic culture.



**Spanish 201, 202, Advanced Spanish Readings**

*3 hours per week for two semesters. (Credit, 6 hours.)*

An introduction to Spanish thought, made through study of selected texts of literary value, is combined with increased achievement in rapid reading, understanding of more difficult idiomatic patterns, and greater fluency in speaking and in aural comprehension of Spanish.

Prerequisite: Intermediate Spanish or four years of high school Spanish.

**SCIENCE**

**Dr. M. C. Fleming, Dr. Estes, Mr. Glenn, Mr. Bloom, Mr. Everton**

**Biology 101, 102, Principles of Life Science**

*2 one-hour lecture periods and 1 two-hour laboratory period per week for two semesters. (Credit, 6 hours.)*

Principles of science as they are applied to living things, with particular emphasis on the nature and application of the scientific method. Provides the foundation learnings in biology believed to be desirable for all college graduates. Minimum grade of C in Biology 102 normally required in order to take additional biology courses.

**Biology 201, Advanced Zoology**

*2 one-hour lecture periods and 2 two-hour laboratory periods per week. (Credit, 4 hours.)*

A systematic study of the animal kingdom from the simplest to the more complex with primary emphasis on the invertebrates. Structure is studied in relation to the functioning of the whole animal.

Prerequisite: Biology 101, 102.

**Biology 202, Advanced Botany**

*2 one-hour lecture periods and 2 two-hour laboratory periods per week. (Credit, 4 hours.)*

A systematic study of the plant kingdom from the simplest to the most complex. Study of structure is related to the function of the various systems and to the function of the plant as a whole.

Prerequisite: Biology 101, 102.

**Biology 301, Microbiology**

*2 one-hour lecture periods and 2 two-hour laboratory periods per week. (Credit, 4 hours.)*

Advanced study of the field of microorganisms, with particular attention to bacteria. Includes structure, function and interrelationships of the organisms to the human.

Prerequisite: Biology 201, 202.

**Biology 302, Comparative Anatomy**

*2 one-hour lecture periods and 2 two-hour laboratory periods per week. (Credit, 4 hours.)*

Comparative anatomy of selected vertebrates studied in regard to their life activities and with reference to their evolutionary development.

Prerequisite: Biology 201.

**Biology 304, Ecology**

*1 one-hour lecture period and 1 two-hour laboratory period per week. (Credit, 2 hours.)*

The relationships of living things to their environment, including the operation of the law of natural selection.

Prerequisite: Biology 201, 202.

**Biology 401, Local Flora**

*1 one-hour lecture period and 1 two-hour laboratory period per week. (Credit, 2 hours.)*

Advanced study is given to the taxonomy, anatomy and physiology of those plants which grow in this region.

Prerequisite: Biology 202.

**Biology 501, Modern Concepts in Biology**

*2 one-hour lecture periods and 1 two-hour laboratory period per week. (Credit, 3 hours.)*

An advanced study of certain basic concepts of biology, especially in those areas in which the most rapid progress has been made in recent years. The problem solving approach with experimentation will be used. Particular emphasis will be given to those activities appropriate to the teacher's level. Areas of study to be emphasized are microbiology and genetics.

Prerequisite: Biology 101-102 and Science 201-202 or equivalent.

**Biology 502, Biology and Environment**

*2 one-hour lecture periods and 1 two-hour laboratory period per week. (Credit, 3 hours.)*

The objectives and approach to this course are similar to those of Biology 501. Field studies involving principles of taxonomy and ecology will be conducted. Emphasis will be placed upon the understanding of an organism as an integral part of its environment and how it is molded by the environment.

Prerequisite: Biology 101-102 and Science 201-202 or equivalent.



**Chemistry 101, 102, General**

*2 one-hour lecture periods, 1 one-hour quiz and problem period, and 2 two-hour laboratory periods per week for two semesters. (Credit, 8 hours.)*

A study of the fundamental principles of inorganic chemistry with a brief treatment of organic chemistry and qualitative analysis. Quantitative relationships are emphasized in the class and laboratory work.

Prerequisite: 2 years of high school algebra or equivalent.

**Chemistry 103, Chemistry for Nurses**

*2 one-hour lecture periods and 1 two-hour laboratory period per week. (Credit, 3 hours.)*

This course deals with selected elementary principles of inorganic, organic and physiological chemistry. Both the lectures and laboratory are organized to aid the student in developing understandings, which are applicable to nursing, rather than to trained technicians. The course is intended primarily for nurses in training, and for students enrolled in the pre-nursing curriculum.

**Chemistry 201, Qualitative Analysis**

*2 one-hour lecture periods and 2 three-hour laboratory periods per week. (Credit, 4 hours.)*

A study of the procedure and theory involved in separating and identifying the common cations and anions. Semimicro technique is used.

Prerequisite: Chemistry 101, 102.

**Chemistry 202, Quantitative Analysis**

*2 one-hour lecture periods and 2 three-hour laboratory periods per week. (Credit, 4 hours.)*

An introduction to the basic theory and techniques of volumetric and gravimetric analysis.

Prerequisite: Chemistry 101, 102.

**Chemistry 203, 204, Organic**

*2 one-hour lecture periods and 2 three-hour laboratory periods per week. (Credit, 4, 4 hours.)*

This course deals with the carbon compounds. It includes a study of their organization, preparation and typical reactions by means of class and laboratory activities. An introduction to the qualitative analysis of organic compounds is included.

Prerequisite: Chemistry 101, 102.

**Science 201, 202, Physical**

*2 one-hour lecture periods and 1 two-hour laboratory period per week for two semesters. (Credit, 6 hours.)*

These courses are designed to give a broad acquaintance with the various fields of the physical sciences. The primary aim is to increase

awareness of physical phenomena and to show how the understanding and interpretation of these phenomena contribute to our living. The materials are selected from the fields of astronomy, earth sciences, physics, and chemistry, and cut across the boundaries of these fields in order to bring out their relationships and to provide a background for the appreciation of the cooperative nature of the scientific advances of today.

**Science 304, Selected Principles of Chemistry**

*2 one-hour lecture periods and 1 two-hour laboratory period per week. (Credit, 3 hours.)*

This course is intended primarily for students in the teacher education curriculum who wish to gain greater proficiency in science. It includes the application of chemistry to industrial processes, the development of natural resources, and the functioning of the human body.

Prerequisite: Science 201, 202.

**Science 305, Selected Principles of Physics**

*2 one-hour lecture periods and 1 two-hour laboratory period per week. (Credit, 3 hours.)*

Some of the principles included in Science 201, 202, as well as additional ones, are studied in greater detail. Emphasis is placed on electricity, light and sound.

Prerequisite: Science 201, 202.

**Science 500, The Role of Science in Modern Civilization**

*3 hours per week. (Credit, 3 hours.)*

An historical consideration of the development of the scientific approach and a critical analysis of its continuing role in modern civilization.

**Science 503, Advanced Physical Science**

*2 one-hour lecture periods and 1 two-hour laboratory period per week. (Credit, 3 hours.)*

A study of selected basic concepts of physical science to broaden the student's understanding in the areas commonly encountered in elementary and general science teaching. Emphasis is placed upon the problem solving approach through the use of experimentation and other activities. Areas of study include radiation and atomic energy, astronomy and oceanography.

Prerequisite: Science 201-202 or equivalent.

**Science 504, Advanced Physical Science**

*2 one-hour lecture periods and 1 two-hour laboratory period per week. (Credit, 3 hours.)*

The objectives and approach to this course are the same as those stated for Science 503. The concepts dealt with are selected from the areas of



elementary physiological chemistry and the science and technology of utilizing natural resources and their substitutes.

Prerequisite: Science 201-202 or equivalent.

### **Physics 101, 102, General**

*3 one-hour lecture periods and 1 two-hour laboratory period per week.  
(Credit, 4, 4 hours.)*

This is an introductory course in physics including work in the areas of mechanics, sound, heat, light, magnetism, electricity and nuclear physics.

Prerequisite: Mathematics 101, 102 or equivalent.

### **Physics 301, Magnetism and Electricity**

*3 one-hour lecture periods and 1 two-hour laboratory period per week.  
(Credit, 4 hours.)*

This is a study of magnetic poles, electric charges and their fields. The course also includes alternating and direct current, electricity and electronic circuits.

Prerequisite: Physics 101, 102.

### **Physics 302, Light**

*3 one-hour lecture periods and 1 two-hour laboratory period per week.  
(Credit, 4 hours.)*

This course includes the fundamentals of geometrical and physical optics.

Prerequisite: Physics 101, 102.

## **SOCIAL SCIENCES**

**Dr. Wroten, Mr. Fleming, Dr. LesCallette, Mr. Kadlubowski**

### **Economics 201, 202, Principles**

*3 hours per week for two semesters. (Credit, 6 hours.)*

These courses present a general analysis of the economic system. The first course considers basic concepts and principles. The second is concerned mainly with modern problems of the economic system.

Prerequisite: Sophomore standing or consent of instructor.

### **Economics 301, Money and Banking**

*3 hours per week. (Credit, 3 hours.)*

A study of financial institutions, economic aspects of commercial banking, monetary economics, and banking or fiscal policy.

Prerequisite: Economics 201.

### **Economics 302, Labor Economics**

*3 hours per week. (Credit, 3 hours.)*

The labor movement, its background and development. Current practices in industrial relations, collective bargaining, government and labor relations are considered.

Prerequisite: Economics 201.

### **Economics 401, Economic Thought**

*3 hours per week. (Credit, 3 hours.)*

A survey of the main trends in economic thought and their relation to economic and social problems of today. Considerable attention is directed to selected readings from great economists.

Prerequisite: Economics 201, 202.

### **Government 201, Government of the United States**

*3 hours per week. (Credit, 3 hours.)*

The history and structure of the federal government with special emphasis upon constitutional principles and rights, significant changes occurring through usage and interpretation, the operation and function of the major institutions, and the political response of the citizenry.

### **Government 202, State and Local Government**

*3 hours per week. (Credit, 3 hours.)*

Organization and administration of government in the states, counties, and municipalities of the United States.

Prerequisite: Government 201.

### **Government 301, Political Parties and Pressure Groups**

*3 hours per week. (Credit, 3 hours.)*

A study of the state and federal role of the citizen and the voter in American democracy. The course centers on the formation of opinion and the instruments by which it is translated into action. Special attention is given to the organization, functions and methods employed by parties and pressure groups, their parallel interests, and their relationship to the government, and their effectiveness as seen in electoral behavior.

### **Government 401, Political Theory**

*3 hours per week. (Credit, 3 hours.)*

A survey of political thought based on the analysis of ideas of leading ancient, medieval and modern philosophers. Emphasis is placed upon the historical setting in which various theories arose, their impact upon political institutions and social changes and their contemporary significance.

Prerequisite: Government 201 or equivalent.



101-102  
**History 101, 102, World Civilizations**

*3 hours per week for two semesters. (Credit, 6 hours.)*

A survey of major civilizations from prehistoric times to the present. The course entails a study of the economic, social, cultural, and political developments in various civilizations, with special emphasis on the Western World. The first semester concludes at about the year 1715; the second semester continues to the present.

**History 201, 202, History of the United States**

*3 hours per week for two semesters. (Credit, 6 hours.)*

These courses offer a comprehensive survey of the political, economic, social, and cultural forces which have shaped the pattern of life in the United States. Sources of particular problems are uncovered and the present status of these problems is viewed in the light of their historical development. Special emphasis is placed upon the origins and development of American democracy.

**History 210, History of England and Greater Britain**

*3 hours per week. (Credit, 3 hours.)*

A survey of England from Roman times to the present; consideration of the political, legal, social, economic and cultural institutions of England and the spread of England overseas. A study of the independent English speaking dominions, Australia, New Zealand, Canada and South Africa is included.

Prerequisite: History 101, 102.

**History 300, Economic History of the United States**

*3 hours per week. (Credit, 3 hours.)*

A study of the major developments in the American economy from the founding of the colonies to the present day. Particular emphasis is placed on the economic factors contributing to American industrial growth.

Prerequisite: History 201, 202.

**History 301, History of Maryland**

*3 hours per week. (Credit, 3 hours.)*

A study of Maryland history and government from the colonial period to the present. The course deals with a survey of the Free State's history, with special stress placed on the leaders, institutions, and contributions made in Maryland and by Maryland to the nation.

Prerequisite: History 201, 202.

**History 302, Colonial and Revolutionary America (1607-1783)**

*3 hours per week. (Credit, 3 hours.)*

A detailed study of the roots and foundations of American Civilization. The beginnings and development of the Colonies along economic, political,

social, cultural and religious lines are emphasized. Consideration of English policy and the Revolution are included.

Prerequisite: History 201, 202.

**History 306, History of Latin America**

*3 hours per week. (Credit, 3 hours.)*

The course is divided into two survey-units: (1) A study of the Colonial Period and the Wars for Independence with emphasis on the development of government and culture; (2) A study of the development of modern Latin American republics along with their recent problems. Although this is a survey of all the Latin American countries, emphasis is placed on Argentina, Brazil, Chile and Mexico.

Prerequisite: History 201.

**History 307, Civil War and Reconstruction**

*3 hours per week. (Credit, 3 hours.)*

An intensive survey of the origins, development and outcome of the struggle between the North and South to the end of Reconstruction, 1877. Emphasis is placed upon the clash of national and sectional interests, the economic and political as well as the military aspects of the conflict and the course and consequence of reconstruction.

Prerequisite: History 201, 202.

**History 320, Ancient History**

*3 hours per week. (Credit, 3 hours.)*

The social, economic, political and intellectual history of the Mediterranean world from the earliest times to the decline of Rome and its contributions to the civilization of the West.

Prerequisite: History 101, 102.

**History 321, History of Medieval Europe**

*3 hours per week. (Credit, 3 hours.)*

Culture and institutions of eastern and western Europe from the Age of Constantine to the end of the Hundred Years War and the Fall of Constantinople to the Turks.

Prerequisite: History 101, 102.

**History 322, Rise of Modern Europe**

*3 hours per week. (Credit, 3 hours.)*

Developments from the Age of Exploration through the French Revolution in eastern and western Europe. Emphasizes the development of early nationalism, royal absolutism, exploration and colonization, commercial capitalism, rise of the middle classes, wars of religion, and secular scientific thought.

Prerequisite: History 101, 102.



**History 323, Europe in the Nineteenth Century**

3 hours per week. (Credit, 3 hours.)

An analysis of developments from the time of Napoleon to 1900. Emphasis is placed upon the impact of machine industry on the society of eastern and western Europe and the "colonial world" in the interlude between ages of world conflict. Reorganization of the European state system and origins of the great modern ideological conflicts are considered.

Prerequisite: History 101, 102.

**History 401, American Diplomacy**

3 hours per week. (Credit, 3 hours.)

An historical study of the diplomatic negotiations and foreign relations of the United States from 1776 to the present.

Prerequisite: History 201, 202.

**History 403, Social and Intellectual History of the United States**

3 hours per week. (Credit, 3 hours.)

A history of American thought as reflected by her people and leaders. The development of American life from the colonial period to the present with emphasis upon the intellectual, social, religious, and economic movements.

Prerequisite: History 201, 202.

**History 405, The United States in the Twentieth Century**

3 hours per week. (Credit, 3 hours.)

A study of the political, economic, intellectual and social history of the United States since 1900 with special emphasis on the problems resulting from America's emergence as a world power.

Prerequisite: History 201, 202.

**History 407, The Westward Movement**

3 hours per week. (Credit, 3 hours.)

A study of the Westward Movement from the Atlantic to the Pacific—Trans-Alleghany West and the Trans-Mississippi West—with emphasis upon the development and influence of the frontiers in shaping American Civilization.

Prerequisite: History 201, 202.

**History 420, Russia and Her Far Eastern Expansion**

3 hours per week. (Credit, 3 hours.)

The history and development of Russia from early medieval times to the present. An attempt will be made to understand the behavior of Russia today in terms of her ethnic, social, and geographic problems of yesterday.

Prerequisite: History 101, 102.

**History 421, Europe in the Twentieth Century World**

3 hours per week. (Credit, 3 hours.)

Economic, social, intellectual, and political developments of the European peoples, viewed in the context of world wars, world depression, and world political ideologies. Traces the decline of European dominance and the rise of America and Asia in the world scene.

Prerequisite: History 101, 102.

**History 425, History of Eastern Asia**

3 hours per week. (Credit, 3 hours.)

A study of the cultural, economic, and political history of China, Japan, India, and adjacent regions. The early historical development of these areas will be traced but the primary emphasis will be on the period after 1600 when the impact of the West stimulated the emergence of new ideals and institutional structures.

Prerequisite: History 101, 102.

**History 430, Readings in History**

3 hours per week. (Credit, 3 hours.)

A readings course in history for senior students who have achieved a B average in at least 18 hours of history courses. Course is offered upon request of a sufficient number of qualified students.

**History 502, Seminar: Colonial and Revolutionary America**

3 hours per week. (Credit, 3 hours.)

A study of Colonial institutions and the American Revolutionary movement. Emphasis will be placed upon the study of specific topics through individual research projects.

**History 504, Seminar in European History**

3 hours per week. (Credit, 3 hours.)

A seminar designed to aid the student in grasping the elements of European historiography and in developing the techniques of historical research. The period or topics to be studied will be selected by the instructor.

**Sociology 102, American Life**

3 hours per week. (Credit, 3 hours.)

A general analysis of the social structure, the large and small urban and the rural communities; the composition and distribution of population; and the social institutions and organizations.

**Sociology 103, Sociology for Nurses**

1 hour per week. (Credit, 1 hour.)

A general survey of the principles of sociology providing the essentials for the understanding of man and society. Particular attention is given to the place of the nurse in the social pattern.



**Sociology 202, Marriage and Family Relations**  
3 hours per week. (Credit, 3 hours.)

An investigation from the standpoint of the participant of the personal relationships involved in family life. These questions will be dealt with from the varying approaches of childhood education, home problems, physiology, psychology, and family status in social life.

**Social Science 500, Major Forces in World Civilizations**  
3 hours per week. (Credit, 3 hours.)

Consideration of such major forces as religion, race, socialism, capitalism, communism, nationalism, imperialism, and world order on the development of world civilizations.

## Graduate Program

### Purpose

The graduate program in education at State Teachers College is established to assist interested and qualified teachers in improving their competencies as classroom teachers in the elementary and secondary schools. The program is designed to meet the needs of teachers qualified to earn the Master of Education degree and of those who wish to attain advanced certification requirements.

### Objectives

1. To extend the teacher's professional ability through a knowledge of the newest findings and developments in learning and teaching.
2. To enable teachers to become more broadly educated; to attain greater mastery of their special field of interest; and to improve their skill in pursuing independent study.
3. To aid teachers in understanding the role of education in an increasingly complex and changing world.

### Admission

1. To be eligible for admission to the graduate program the applicant must hold a bachelor's degree from an accredited institution. Admission to the graduate program does not imply admission to candidacy for the degree.
2. To be admitted to candidacy for the Master of Education degree the applicant must:
  - a) hold a bachelor's degree from an accredited institution;
  - b) have an undergraduate quality-point index of 3.0, B or higher. (If the applicant fails to meet this requirement, he may request consideration by the graduate council after he has met requirement (c) below.)
  - c) have earned a grade of B or higher in the first 12 hours of graduate courses completed at State Teachers College.
  - d) have had at least two years of successful teaching experience.

### Requirements for the Degree

1. Completion of an approved program including at least 30 semester hours with an average of B or higher, and with no grade lower than C.
2. The approved program should be distributed in hours as follows:
  - a) Professional Education (9 hours):  
Education 500, Historical and Social Foundations



Education 502, Introduction to Research  
Education 510, Seminar: Recent Issues in Education

- b) General Education (6 hours to be selected from two fields other than the one in which the candidate is taking his major electives):

English 408, Contemporary Literature  
Science 500, The Role of Science in Modern Civilization  
Social Science 500, Major Forces in World Civilizations

- c) The remaining 15 hours may be taken in one or more of the departments other than education with approval by the candidate's adviser in accordance with the candidate's background and teaching experience. Not more than 3 elective hours may be taken in professional education.

3. A required research project approved by the candidate's adviser and the graduate council must be satisfactorily completed.  
4. Satisfactory demonstration of the candidate's proficiency in professional education and in the area of teaching interest is required in a written examination.

#### Transfer of Credit

A maximum of six semester hours of graduate level work may be transferred from other accredited institutions, provided it is directly related to the planned program approved by the graduate council. Transfer credit may not be earned by correspondence or extension.

#### Time Limitation

All work credited toward the Master of Education degree must be completed within a seven-year period.

#### Procedures

1. For admission to the Graduate Program the applicant
  - a) obtains, completes and returns to the Office of Admissions (Graduate Division) an application form.
  - b) requests the registrar of each college previously attended to send a transcript to the Graduate Office of Admissions.
  - c) awaits response from the Admissions Office.
2. For admission to candidacy for the Master of Education degree the applicant will follow these additional procedures:
  - a) make application to the Dean of Instruction after completion of not less than nine or more than twelve semester hours of graduate courses.
  - b) present at the time of application for admission to candidacy:
    - (1) a tentative degree program and (2) the title and brief out-

line of applicant's required research project approved by the adviser.

- c) if approved, the candidate will be assigned to a second adviser who will supervise the research project.
- d) by March 1 of the year in which the degree is anticipated the research project must be submitted to the two advisers.
- e) by April 1 of the year in which the degree is anticipated the candidate must have satisfactorily passed the written examination.
- f) by May 1 the candidate must have passed the oral examination on the required research project as administered by three members of the graduate council designated by the Dean of Instruction. A copy of the project with the signatures of the two advisers must also be filed with the Dean of Instruction by this date.

#### GRADUATE COURSES

At least one-half of the courses taken for the Master of Education degree must be at the 500 level and one seminar must be taken in a field other than education. Graduate students pursuing 400 level courses will be required to do graduate level work in these courses. For course descriptions see pages 53 to 84.

#### Required Courses

**Education 500, Historical and Social Foundations**

*3 hours per week. (Credit, 3 hours.)*

**Education 502, Introduction to Research**

*3 hours per week. (Credit, 3 hours.)*

Prerequisite: A course in Statistics or examination by the instructor.

**Education 510, Seminar: Recent Issues in Education**

*3 hours per week. (Credit, 3 hours.)*

#### General Education Courses

**English 408, Contemporary Literature**

*3 hours per week. (Credit, 3 hours.)*

**Social Science 500, Major Forces in World Civilizations**

*3 hours per week. (Credit, 3 hours.)*

**Science 500, The Role of Science in Modern Civilization**

*3 hours per week. (Credit, 3 hours.)*

#### Elective Courses

**Biology 501, Modern Concepts in Biology**

*2 one-hour lecture periods and 1 two-hour laboratory period per week. (Credit, 3 hours.)*

Prerequisite: Biology 101-102 and Science 201-202 or equivalent.



**Biology 502, Biology and Environment**

2 one-hour lecture periods and 1 two-hour laboratory period per week.  
(Credit, 3 hours.)

Prerequisite: Biology 101-102 and Science 201-202 or equivalent.

**Education 406, Philosophy of Education**

3 hours per week. (Credit, 3 hours.)

**Education 432, Measurement and Evaluation**

2 hours per week. (Credit, 2 hours.)

**Education 501, Statistical Methods in Education**

3 hours per week. (Credit, 3 hours.)

**Education 506, Seminar in the Teaching of Mathematics**

3 hours per week. (Credit, 3 hours.)

**Education 508, Seminar: Research in Human Development**

3 hours per week. (Credit, 3 hours.)

**Education 512, Problems of Teaching Social Studies**

3 hours per week. (Credit, 3 hours.)

**Education 513, Seminar in the Teaching of Science**

3 hours per week. (Credit, 3 hours.)

**Education 514, Seminar: Curriculum Construction**

3 hours per week. (Credit, 3 hours.)

**English 402, Modern Comparative Drama**

3 hours per week. (Credit, 3 hours.)

**English 404, Play Production**

3 hours per week. (Credit, 3 hours.)

**English 405, Shakespeare**

3 hours per week. (Credit, 3 hours.)

**English 406, The American Novel**

3 hours per week. (Credit, 3 hours.)

**English 407, The Modern Novel**

3 hours per week. (Credit, 3 hours.)

**English 408, Contemporary Literature**

3 hours per week. (Credit, 3 hours.)

**English 500, Seminar: Major American Writers of the Nineteenth Century**

3 hours per week. (Credit, 3 hours.)

**English 501, Seminar: Major American Writers of the Twentieth Century**

3 hours per week. (Credit, 3 hours.)

**English 506, Seminar: Elizabethan Drama**

3 hours per week. (Credit, 3 hours.)

**Geography 400, Geography of Russia**

3 hours per week. (Credit, 3 hours.)

**Geography 411, Principles of Geomorphology**

4 hours per week. (Credit, 3 hours.)

**Geography 413, Principles of Climatology**

4 hours per week. (Credit, 3 hours.)

**Geography 500, Geographical Influences in American History**

3 hours per week. (Credit, 3 hours.)

**Mathematics 405, Foundations of Number Theory**

3 hours per week. (Credit, 3 hours.)

**Mathematics 501, Foundations of Algebra**

3 hours per week. (Credit, 3 hours.)

**Mathematics 502, Foundations of Geometry**

3 hours per week. (Credit, 3 hours.)

**Music 402, Advanced Music Theory**

3 hours per week. (Credit, 3 hours.)

**Music 404, Music for the Theatre: From Opera to Broadway Musical**

3 hours per week. (Credit, 3 hours.)

**Music 403, History**

3 hours per week. (Credit, 3 hours.)

**Music 500, Twentieth Century Music — Its Forms and Techniques**

3 hours per week. (Credit, 3 hours.)

**Psychology 401, The Exceptional Child**

3 hours per week. (Credit, 3 hours.)

**Psychology 500, Seminar: The Mentally Retarded Child**

3 hours per week. (Credit, 3 hours.)

**Psychology 502, Intelligence Testing**

3 hours per week. (Credit, 3 hours.)

**Economics 401, Economic Thought**

3 hours per week. (Credit, 3 hours.)

**Government 401, Political Theory**

3 hours per week. (Credit, 3 hours.)

**History 401, American Diplomacy**

3 hours per week. (Credit, 3 hours.)

**History 403, Social and Intellectual History of the United States**

3 hours per week. (Credit, 3 hours.)

**History 405, The United States in the Twentieth Century**

3 hours per week. (Credit, 3 hours.)

**History 407, The Westward Movement**

3 hours per week. (Credit, 3 hours.)

**History 420, Russia and Her Far Eastern Expansion**

3 hours per week. (Credit, 3 hours.)



**History 421, Europe in the Twentieth Century World**

3 hours per week. (Credit, 3 hours.)

**History 425, History of Eastern Asia**

3 hours per week. (Credit, 3 hours.)

**History 502, Seminar: Colonial and Revolutionary America**

3 hours per week. (Credit, 3 hours.)

**History 504, Seminar: European History**

3 hours per week. (Credit, 3 hours.)

**Science 503, Advanced Physical Science**

2 one-hour lecture periods and 1 two-hour laboratory period per week.

(Credit, 3 hours.)

Prerequisite: Science 201-202 or equivalent.

**Science 504, Advanced Physical Science**

2 one-hour lecture periods and 1 two-hour laboratory period per week.

(Credit, 3 hours.)

Prerequisite: Science 201-202 or equivalent.

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## ALUMNI ASSOCIATION

The Alumni Association of the college exists as an expression of loyalty and respect of the members for their Alma Mater. Its current project is the organization of county and regional chapters. The Association meets annually in the fall.

The officers for the Association for 1962-64 are president, William C. Livingston, Jr., '59, Mt. Hermon Road, Salisbury; vice-president, Lloyd W. Harrington, '57, 407 Truitt St., Salisbury; corresponding secretary, Jean Fitzgerald Slacum, (Mrs. Philip W.), '57, 322 Winter Quarters Drive, Pocomoke City; recording secretary, Louise Holbrook Bassett, (Mrs. Floyd F., Jr.), '58, Baysinger's Trailer Park, Salisbury; treasurer, Edward W. Pinto, '58, 113 Van Buren Ave., Salisbury; faculty advisors, Dr. John B. May and Dr. William H. Wroten, Jr.

## CORRESPONDENCE

The mailing address:

State Teachers College  
Salisbury, Maryland

The telephone number:

Pioneer 9-7191

Specific correspondence should be addressed as follows:

Admission and Transcript of Record	Registrar
Business Matters	Business Manager
General Matters	President
Summer School	Dean of Instruction
Graduate School	Dean of Instruction



